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Hollins Institute

Virginia

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THE CAMPUS



SIXTY-THIRD ANNUAL REGISTER

AND

ANNOUNCEMENT

OF

Hollins Institute

Virginia



SESSION 1905-1906

ROANOKE, VIRGINIA
The Stone Printing and Manufacturing Company
1906

Calendar for Session 1906-1907

1906.

SEPTEMBER 12TH, *Wednesday*—Opening Day.

OCTOBER —, —Tinker Day. Holiday.

NOVEMBER 29TH, *Thursday*—Thanksgiving Day. Holiday.

THURSDAY, DECEMBER 20TH, 12 M. TO WEDNESDAY, JANUARY
2D, 8 A. M.—Christmas Recess.

1907.

FEBRUARY 21ST—Birthday of Charles L. Cocke—Holiday.

MARCH 29TH—*Good Friday*—Holiday.

JUNE 1ST TO 5TH—Commencement.

To the Patrons of Hollins Institute

The death of Dr. Charles L. Cocke, on the fourth of May, 1901, closed the career of a man who had for a period of fifty-five years consecrated with enthusiastic devotion all of his powers to the higher education of the women of the South. The plans inaugurated in his early manhood contemplated the building up of an institution of sufficient size to be a factor in the educational development of the country—an institution whose literary standards should be such that its certificates would be a guarantee of efficient work actually done, and whose moral and social life should be of such a character as one would expect to come in contact with in a cultured Virginia home. That these ideals have been accomplished is a matter of history, and their existence is a part of the institution.

Dr. Cocke would have considered that much of his life had been in vain, had he not made proper provision for the continuation of the work that had been under his care for so many years. To this end, he designated those who should succeed him in the management of the institution. Indeed, owing to the infirmities of age, the affairs of the institution had for several years before his death been largely delegated by him to the following parties, who now have official charge:

MATTY L. COCKE.....	President
LUCIAN H. COCKE.....	Vice-President
JOSEPH A. TURNER.....	General Manager
FRANK W. DUKE.....	Secretary and Treasurer
M. ESTES COCKE.....	Superintendent of Buildings and Grounds

Board of Governors

	LUCIAN H. COCKE	
WILLIAM H. PLEASANTS		MATTY L. COCKE
	A. T. L. KUSIAN	
FRANK W. DUKE		M. ESTES COCKE
	JOSEPH A. TURNER	

The above names are familiar to the patrons of the institution, and it is believed that no further assurance is necessary, that the institution will be conducted upon the same lines of conservative progress that have characterized its history for more than half a century.

MATTY L. COCKE,
President.

Historical

This school opened its first session in the spring of 1842, under no distinctive name. It was known as the "School at Botetourt Springs," and was conducted in the interest of both sexes. Subsequently, as it continued to grow in strength and numbers, it was called "The Valley Union Seminary." For ten years it prospered on the original plan, and during that period sent forth many young men who became prominent in business and professional life. It was under the control of a joint stock company. In the year 1851, both departments being filled with pupils, the company determined, from various considerations, the controlling one being inadequacy of accommodations, to suspend the department of males, or transfer it to another locality. The most potent reason for continuing this school for girls exclusively, arose from the fact that there was at that time no chartered institution for girls in all Virginia—city or country—no institution with elaborate and systematic courses of study.

The session 1852-53 opened for girls only, with broad and elevated courses of study. The accommodations were very soon all filled, and since that time the school has continued to prosper. The fact that girls from many parts of Virginia eagerly entered the school and took advanced courses of study, many of them coming from uncultured homes, had a startling effect; for it demonstrated the fact that the people were in advance of their leaders on the question of the higher education for women.

The time had come for the higher education of girls, and that fact having been made palpable by the unlooked-for success of this Institution, numerous christian schools were soon inaugurated in the state.

This school continuing to overflow with pupils, in 1855 Mr. John Hollins, of Lynchburg, a gentleman of wealth, inspired by his pious wife, Mrs. Anne Hollins, proposed to the

company having charge of the property to place the entire enterprise in the hands of a self-perpetuating Board of Trustees. The company acceded to this proposition, and Mr. Hollins placed at their disposal the sum of five thousand dollars for further improvements. Having performed this noble deed of philanthropy, Mr. Hollins returned to his home and was soon stricken with paralysis, from which attack he never recovered. Mrs. Hollins, however, continued to be the fast and liberal friend of the school. She subsequently made several handsome donations, and would doubtless have heavily endowed it at her death but for the fact that her investments were totally swept away by the results of the war.

Until 1870 the school was sustained by Virginia patronage alone. It did not make itself known (and had no occasion to do so) beyond the limits of the state. Since that time it has drawn pupils from a much larger area; from twenty to thirty states are represented each session.

Besides the numerous cultivated characters it has given to society at large, its contributions to the teaching profession have been numerous and most creditable. Its graduates are found in the faculties of many public and christian schools of various denominations in this and other states. Its representatives also stand on nearly every foreign mission field.

Change of Charter and Organization

At the regular annual meeting of the Trustees, held on June 2, 1900, the Superintendent reported that the session (fifty-seventh) then about to close, was, all things considered, the most prosperous in the history of the school. He urged, as he had repeatedly done for years, the necessity of expansion and advance; that the premises were not adequate to meet the pressure from without, nor for affording the facilities demanded in a first-class school for young ladies in the present conditions and demands of society. The Board, after due deliberation, determined to reorganize the corporate organization under which the school had been conducted from its origin, and by unanimous vote, a full Board being present, passed the following resolution:

"That the President and Secretary of the Board of Trustees of Hollins Institute are hereby authorized and directed to execute and deliver to Charles L. Cocke and the legal representatives of Charles H. Cocke, or to such corporation as they may designate, a deed with apt words of conveyance, and with covenants of general warranty, to, all and singular, the real estate and premises now owned and controlled by this Board, or to which it may be entitled, either in law or equity.

"That the said officers are also further authorized to transfer to the grantee, in the deed above mentioned, the right to use the name of 'Hollins Institute' as the title and name for an institution of learning for the education of young women, and also the good-will of the institution known as 'Hollins Institute,' which has been for many years conducted under the auspices of this Board, as well as all the rights and franchises now held by this Board under the various acts of the General Assembly of Virginia incorporating this institution."

The General Assembly of Virginia, during its session for 1901, granted a new charter to the corporation known as "Hollins Institute," and in pursuance of the foregoing resolutions a deed has been executed granting and conveying to the new corporation the premises, property, and franchises formerly held by the "Trustees of Hollins Institute."

Under this new charter Hollins Institute is empowered to hold funds and property to the amount of three hundred thousand dollars.

Principles Which Govern the School

This school closed its sixty-third annual session on the sixth day of June, 1906. During its history it has accomplished a great work. Thousands of young women have gone forth into life bearing its training and impress, and have filled, and many of them still fill, elevated positions in society, and, in many instances, places of high responsibility and influence.

The following general principles have been recognized as of prime importance, and have controlled its management:

I. CULTURE. *All true culture must come from within.*

The heart, the mind, the moral principles, the christian virtues, must have true training under pure and elevated standards in order to develop high culture and character.

II. DAILY LIFE. *The every-day life of a boarding-school for young ladies must be kept up to true standards.*

The principles and habits, the ways and manners of girls during the scholastic period, are likely to cling to them through life and determine their positions, their success and their destiny. In all the daily and hourly contacts and associations of school-life, high-toned principles of honor and integrity, pleasant and tasteful manners, neat and appropriate attire, cleanliness of person, pure speech and high aspirations, should be recognized and inculcated.

III. HEALTH. *The physical health and development of girls at school is a matter of supreme importance.*

This school affords ample facilities for the preservation and development of physical health and vigor. In addition to a regular physical culture department, our campus is most beautiful, attractive, and extensive, embracing about thirty acres of land, with hill and dale, springs and brooks, and covered with hundreds of shade trees, all inviting to outdoor

sports and pleasures so necessary to the health of student girls. We enjoy, further, the advantages of springs of sulphur and chalybeate water on the grounds, one in close proximity to the buildings. This water possesses valuable medicinal properties. (See Page 35.) For cases of serious sickness ample and comfortable rooms are provided away from the noise and bustle of the school, and presided over by a superior resident physician and an experienced trained nurse.

IV. *Comfort in accommodations, free social intercourse with each other, with officers and their families, and such persons as are known to be proper parties to admit to the precincts of the school, wholesome and well prepared food in abundance, and amusements such as engage both mind and body—all these combined induce contentment, cheerfulness, and a condition of restful satisfaction.*

A girl whose normal condition is one of unrest, peevishness, dissatisfaction with herself and her surroundings, is not likely to make progress in moral, literary, or æsthetic culture. Every girl should be made to feel that she is in a home pervaded by the most generous and tender sympathies.

V. *An institution having charge of girls and young ladies who come from distant homes, must be pervaded with the conscious recognition of the grave and delicate responsibilities assumed, or it is unfit for a true and high mission.*

This school has always realized its high obligation to the parents and guardians of those committed to its temporary guardianship. It feels that in committing their daughters and wards to its training and guidance, they have imposed a most sacred trust, which it must fulfil at any cost of anxiety and care. The school being really one large family, composed of its teachers, its officers with their children, and the pupils, all on perfect social equality, the moral and social principles which hold sway must not be left to chance or doubtful precedent, but must be founded in truth and right, as determined by intelligent and wise authority.

VI. *Personal contact with the outside world, and especially with strangers, must be carefully guarded, and must be under the supervision and direct control of judicious officers. Parents, at their distant homes, are in no position to pass judgment in such cases.*



SUSANNA V. CCCKE
(Died January 5, 1906)



CHARLES L. COCKE
(Died May 4, 1901)

The neglect, or total ignoring, of such a provision, has brought ruin to many a school. Under this principle this school has preserved a record untarnished by a single social scandal for sixty-three years—the period of its existence.

VII. *To meet the wants of a large school for girls, great variety of talent and a wide range of scholarship must concentrate in the Faculty.*

Scholarship, however, is by no means the only requisite in a teacher; experience, “aptness to teach,” and personal adapt-
edness in character, habits, and manners, are of equal importance. Great care is taken to provide professors and teachers not only of superior scholarship, but possessed of all those gifts and qualities which combine to make a true teacher and an accomplished officer.

VIII. *The safe passage of pupils from their homes to school and their return, is a matter of concern to us, and receives our careful attention.*

IX. *Patriotism and religion, in their true essence, above party and sect, should be inculcated in every school.*

In this school the pupils are encouraged to appreciate and love their country in all its vast domain, to cherish respect for and admiration of its great government, its great institutions, and its great people.

Daily, and especially on Sunday, are they impressed, by precept and example, with religious truths and principles and practice. They enjoy the privilege of hearing able ministers of the gospel of different communions, and they are also taught in christian truths by special lessons. The Bible is our textbook in religion.

A boarding-school for girls, of all places, is the most inappropriate arena for the discussion of party politics and sectarian tenets and distinctions. We discourage all such discussions.

Officers of Government and Instruction

Session 1905-'06

MISS MATTY L. COCKE, President.

LUCIAN H. COCKE, Vice-President.

MISS M. F. PARKINSON, Lady Principal.

JOSEPH A. TURNER, General Manager.

F. W. DUKE, Secretary and Treasurer.

WILLIAM H. PLEASANTS (University of Virginia),
*Dean of the Faculty, Professor of Latin, Moral Science,
Botany.*

A. T. L. KUSIAN, LL. D. (Germany)
Professor of French and German.

F. A. CUMMINGS, A. M. (Wofford College), M. A.
(Columbia University),
Professor of English Language and Literature.

MISS A. C. TERRELL (Hollins),
Professor of History and Political Economy.

M. ESTES COCKE, M. A. (University of Virginia),
Professor of Physics and Chemistry.

FRANK W. DUKE, B. A. (Graduate Student University of
Chicago),
Professor of Mathematics.

G. W. DRAKE, M. D. (Vanderbilt University),
Professor of Physiology, Resident Physician.

GEORGE BRAXTON TAYLOR, A. B., D. D.,
Resident Chaplain, Professor of The English Bible.

MISS ELIZABETH P. CLEVELAND, A. B. (Hollins),
English, Mathematics.

MISS MARY WILLIAMSON,
English Composition.

MISS MARY M. PLEASANTS, A. B. (Hollins),
Latin, History.

MISS THALIA S. HAYWARD,
Botany, French.

MISS ROBERTA C. MILLER,
Preparatory Department.

MISS MARIAN S. BAYNE,
Librarian and Registrar.

MISS W. M. SCOTT (Secretary to President),
Bookkeeping, Stenography, Typewriting.

MISS B. G. DICKINSON,
Secretary to Business Office.

Music

LOUIS ALBERTI, A. M., Ph. B. (Copenhagen), Director,
Voice Culture, Chorus, Theoretics.

BRUNO MICHAELIS (Royal Conservatory, Leipsic),
Piano, Violin, Music Knowledge.

CARL HOFFMAN, Mus. D., (New York),
Organ, Piano, Harmony, History of Music.

WILMAR R. SCHMIDT (Royal Conservatory, Leipsic),
Piano.

MISS CHRISTINE ISEMAN (New England
Conservatory),
Piano, Music Knowledge.

MISS MARGARET EDITH LACY (Leipsic),
Piano.

MRS. CARL HOFFMAN,
Voice Culture.

Art and Elocution

MISS LUCIE P. STONE,
Drawing, Painting, Design, History of Art.

MISS JESSICA TER WILLIGER (Emerson College),
Elocution, Dramatic Art, Physical Culture.

Domestic Department

MRS. CHAS. H. COCKE,

MRS. J. P. BARBEE,

MRS. R. J. CUTHBERTSON.

MISS ELIZABETH KELLAM,
Superintendent of Infirmary.

J. HOWARD BRADLEY,
Steward.

Chaplains

DR. GEORGE BRAXTON TAYLOR Baptist
 DR. W. C. CAMPBELL Presbyterian
 REV. H. C. V. CAMPBELL Presbyterian
 DR. F. V. N. PAINTER Lutheran
 REV. ARCHER BOOGHER Episcopal

Occasional services by ministers of other denominations.

Lectures, Recitals, Etc.

In addition to the regular courses of instruction, lectures, recitals, etc. are given from time to time in the Chapel before

Errata

PAGE 13—Line 5 should read 1905-06.

PAGE 15—Bolton, May, should read Texas.

PAGE 17—Dearborn, Elizabeth, should read Alabama.

PAGE 22—Shirey, Eveline, should read West Virginia.

PAGE 49—Line 9 should read, Puckles' Conic Sections.

Music.

Thursday, February 15.—DR. ROBERT H. FIFE, Professor of German, Wesleyan University, "Story of Goethe's Faust."

Monday, February 24.—MRS. BERTHA KUNTZ BAKER (Reading), "Cyrano de Bergerac."

Monday, February 26.—MR. FRANK W. DUKE of Hollins, "The Solar System."

Tuesday, March 27.—DR. ROBERT G. LEAVITT, Director of the Summer School of Botany, Harvard University, "Atlantis."

Friday, April 6.—DR. E. O. LOVETT, Professor of Astronomy, Princeton University, "The Comet."

The list of lecturers for 1906-1907 will be completed and published later.

Register of Students

Session 1905-'06

ABERCROMBIE* ISABEL.....	Alabama
English, Composition, French, History, Botany.	
ANDERSON, MARY.....	Virginia
English, Composition, Chemistry, Physiology, Moral Science, History.	
ANDERSON, NELLIE.....	Virginia
English, Composition, Latin, Physiology, History.	
ANDERSON, SUSIE.....	Virginia
English, Composition, Latin, Physiology, History, Piano.	
ANDERSON, LUCY.....	Virginia
English, Composition, French, German, Spanish, Piano.	
ARMITAGE, LAURA.....	Virginia
English, Composition, French, History, Piano, Elocution.	
ATKINS, KATHARINE.....	District of Columbia
English, Composition, French, History, Piano, Art.	
AUSTIN, ALLEEN.....	Texas
English, Composition, Mathematics, History.	
BAIRD, NETTIE.....	West Virginia
English, Composition, French, History, Piano, Botany.	
BAKER, EVA.....	West Virginia
English, Composition, Latin, French, Piano, Elocution.	
BARKER, LELIA.....	Virginia
English, Composition, French, Art.	
BARKSDALE, HELEN.....	Virginia
English, Composition, Mathematics, History, Elocution.	
BARKSDALE, MARY.....	Virginia
English, Composition, Latin, German, Piano, Botany, Mathematics.	
BARNETT, EUNA.....	Georgia
English, Composition, Piano, Voice.	
BATSON, CANDIS.....	Mississippi
English, Composition, German, Piano, Voice, Botany.	
BELT, KATHARINE.....	Texas
English, Composition, History, Piano, Voice.	
BELT, IRENE.....	Texas
English, Composition, Latin, History, Piano.	
BELT, LUCILE.....	Texas
Preparatory Department, Piano, Mathematics	
BENNETT, ANNIE.....	Virginia
English, Composition, French, Botany.	
BLOUNT, KATHLEEN.....	Alabama
English, Composition, French, History, Voice, Elocution.	

*Died October 9th, 1905.

BODFISH, GERTRUDE.....	Colorado
English, Composition, Latin, French, Mathematics, Elocution.	
BOLTON, MAY	Virginia
English, Composition, Latin, French, History, Piano, Elocution.	
BOOTH, LESLIE.....	Virginia
English, Composition, Physiology, Piano.	
BOWLES, IRENE.....	West Virginia
English, Composition, French, Mathematics, Piano.	
BOWLES, SADIE.....	Virginia
English, Composition, Latin, Mathematics, History, Piano.	
BRADFORD, MILDRED.....	West Virginia
English, Composition, French, History, Art.	
BRIGGS, GRACE.....	Virginia
English, Composition, French, History, Piano.	
BRYAN, F. CATHARINE.....	China
Composition, Latin, Mathematics, History.	
BUCHANAN, SARAH.....	Georgia
English, Composition, Physiology, History.	
BULLITT, VIRGINIA.....	Virginia
English, Composition, Latin, Mathematics, History.	
BURGIN, ANNE.....	Kentucky
English, Composition, French, History, Piano.	
BURGIN, SOPHIE.....	Kentucky
English, Composition, Latin, Mathematics, History, Piano.	
BURTON, EMILY.....	Virginia
English, Composition, French, Mathematics, Piano.	
CALDWELL, ADA.....	Tennessee
English, Composition, French, English Bible, Physiology.	
CALDWELL, LOIS.....	Tennessee
English, Composition, French, Mathematics, Piano.	
CALDWELL, MABEL.....	Texas
English, Composition, History, Piano Voice, Elocution.	
CALDWELL, AILEEN.....	Tennessee
English, Composition, French, Piano, Elocution.	
CALLAGHAN, EDITH DOUGLAS.....	Maryland
English, Composition, French, Mathematics, History, Voice.	
CAMP, MAY.....	Virginia
English, Composition, Latin, German, Mathematics, Piano.	
CAMPBELL, ANNA.....	Virginia
Composition, French, Mathematics, Physiology, History.	
CANADA, MAUD.....	Virginia
English, Composition, Latin, French, Elocution.	
CANTEY, MARTHA.....	Texas
English, Composition, French, History, Piano.	
CARNEY, IONE.....	Virginia
English, Composition, French, Mathematics, History.	
CARPENTER, JANE.....	West Virginia
English, Composition, French, Piano, Music Theory.	

CARPENTER, LALLIE LEE.....	Virginia
English, Composition, Moral Science.	
CARPENTER, LOUISE.....	Virginia
English, Composition, Latin, French, Mathematics, Piano.	
CATOGNI, ELLEN.....	Virginia
English, Composition, Latin, Mathematics, Violin.	
CAVE, LOUISE.....	Virginia
English, Composition, Latin, French, Mathematics, Piano.	
CHEWNING, MARGARET.....	Virginia
English, Composition, Latin, French, Mathematics, Piano.	
CHISHOLM, VIDA.....	Georgia
English, Composition, French.	
CLARKE, LOUISE.....	Virginia
English, Composition, Latin, French, History.	
CLARK, ANNIS I.....	Virginia
English, Composition, French, English Bible, Moral Science.	
CLARK, CHARLOTTE.....	Virginia
English, Composition, French, Physiology, History.	
CLEAVELAND, BLANCHE.....	Florida
English, Composition, English Bible, Piano.	
COCKE, MARY STUART.....	Virginia
English, Composition, Physiology, Moral Science, History, Art.	
COCKE, JEANIE.....	Virginia
English, Composition, Latin, Mathematics, Piano, Art.	
COCKE, MARGARET.....	Virginia
Preparatory Department, Art.	
COGBILL, MABEL.....	Virginia
English, Composition, Latin, Physiology, History, Piano.	
COGBURN, RUTH.....	South Carolina
English, Composition, French, Piano, Music Theory.	
COHRON, LEONA.....	Virginia
English, Composition, Latin, Mathematics, Piano.	
COLE, NINA.....	Pennsylvania
English, Composition, German, Mathematics, Piano, Elocution.	
COLLINS, MAY.....	Alabama
Composition, French, Mathematics, Chemistry, History, Botany.	
COLLINS, GENEVIEVE.....	West Virginia
English, Composition, Latin, French, Mathematics, Piano.	
CORRELL, FLORENCE.....	Japan
English, Composition, Chemistry, Physiology.	
COTTINGHAM, GRACE.....	Virginia
English, Composition, Latin, French, Mathematics, Piano.	
CROSSLAND, GERTRUDE.....	Indiana
English, Composition, German, History, Botany.	
CRUMP, LORA.....	Virginia
English, Composition, Latin, Mathematics, History, Physiology.	
CRUPPER, CLARINDA.....	Virginia
English, Composition, Latin, Mathematics, History, Piano.	



MAIN BUILDING

CURTIS, BLANCHE ELIZABETH.....	Virginia
English, Composition, German, History, Piano, Music Theory.	
DARLINGTON, ANNIE C.....	District of Columbia
English, Composition, Latin, Mathematics, Moral Science, History.	
DARLINGTON, ELIZABETH M.....	District of Columbia
English, Composition, Latin, Mathematics, History, Voice.	
DAUGHERTY, JULIETTE.....	Texas
English, Composition, History, Piano, Art, Elocution.	
DAVIS, NANNIE LOUISE.....	Virginia
English, Composition, Moral Science, History, Voice.	
DEARBORN, ELIZABETH.....	Virginia
English, Composition, Latin, Mathematics, Piano.	
DENMAN, ROY.....	Texas
Composition, Latin, French, Spanish, Mathematics, Chemistry.	
DENMAN, FLOSSIE.....	Texas
French, Mathematics, Moral Science, Piano.	
DENMAN, CLARE.....	Texas
English, Composition, Latin, Mathematics, History.	
DICKINSON, RUBY.....	Virginia
English, Composition, Latin, German, Piano.	
DUB, MADELEINE.....	Georgia
English, Composition, French, German, History, Piano.	
DUDLEY, LUCILE.....	Georgia
English, Composition, French, English Bible, Art.	
ELLIS, CORNELIA.....	Virginia
English, Composition, French, Mathematics, History, Piano.	
EMBRY, LAURA.....	Kentucky
English, Composition, Latin, French, History, Piano.	
FARISH, MARY.....	Georgia
English, Composition, Mathematics, Piano, Voice.	
FELTON, MYRTIE.....	Georgia
English, Composition, Latin, French, History.	
FLANARY, RUTH.....	Virginia
English, Composition, Mathematics, History, Piano.	
FLOYD, CARRIE.....	Virginia
Preparatory Department.	
FLOYD, MYRTLE.....	Virginia
Preparatory Department.	
FONTAINE, TINA.....	Virginia
English, Composition, History, Piano, Voice, Music Theory.	
FORBES, CLARA ELLEN.....	Alabama
English, Composition, Latin, French, Mathematics.	
FOWLKES, EMMA.....	Virginia
English, Composition, French, Mathematics, Physiology, Piano.	
FRANCIS, MILDRED LEE.....	Virginia
English, Composition, Latin, German, History.	
FRANK, MARGUERITE.....	Tennessee
English, Composition, Mathematics, History, Piano.	

GARTH, ALICE.....	Alabama
English, Composition, French, Physiology, Piano, Voice.	
GERWIG, LOUISE ANNA.....	Pennsylvania
English, Composition, Latin, German, Piano.	
GILCHRIST, MABEL.....	West Virginia
English, Composition, Piano, Voice, Elocution.	
GOLDSBOROUGH, WILLIE T.....	Kentucky
English, Composition, Latin, Mathematics, Chemistry, History.	
GRANT, MINNIE BELLE.....	Tennessee
English, Composition, Moral Science, History, Voice.	
GRESHAM, JULIA S.....	South Carolina
English, Composition, Latin, French, Mathematics.	
HADEN, JOSEPHINE.....	Virginia
English, Composition, German, History, Piano.	
HALEY, MARY C.....	Virginia
English, Composition, Latin, French, Mathematics, Art.	
HALL, LOUISE.....	Tennessee
English, Composition, Latin, Mathematics, Physiology, History, Piano.	
HARRELSON, HELEN.....	Missouri
Piano, Voice, Organ.	
HARRIS, ELOISE.....	Virginia
English, Composition, Latin, Mathematics, History, Art.	
HARRISON, ELIZA.....	Virginia
English, Composition, Latin, Mathematics, Piano.	
HARSHBARGER, BONNIE.....	Virginia
Preparatory Department.	
HARSHBARGER, LENA.....	Virginia
Preparatory Department.	
HAYWARD, ROSA P.....	Louisiana
English, Composition, Latin, Mathematics, History, Piano.	
HAYWARD, MARY SULLY.....	Louisiana
English, Composition, Latin, Mathematics, History, Piano.	
HAZLERIGG, JESSIE.....	New Jersey
English, Composition, French, Mathematics, Piano.	
HELMS, MARGARET.....	Virginia
English, Composition, French, History, Piano.	
HENDERSON, ANNIE.....	Virginia
English, Composition, History.	
HENRITZE, MARY HELEN.....	West Virginia
English, Composition, Latin, Mathematics, Piano.	
HIGGINBOTHAM, LOUISE.....	Virginia
English, Composition, Latin, Piano.	
HILLIER, FANNIE.....	New Jersey
English, Composition, Chemistry, Physiology.	
HOBBIE ANNIE.....	Virginia
English, French, German.	
HOBBIE, CORBIN.....	Virginia
English, Composition, Latin, Mathematics, History.	

HOOPER, JEAN.....	Colorado
English, Composition, French, History.	
HORSLEY, PERKINS.....	Virginia
English, Composition, Mathematics, History.	
HOVER, HAZEL.....	Ohio
English, Composition, French, History, Piano.	
HOWARD, SARAH C.....	Georgia
English, Composition, French, Mathematics, Piano.	
HUDSON, PEARL.....	Virginia
English, Composition, Latin, German Mathematics, History, Voice.	
JENNINGS, MAYME.....	Virginia
English, Composition, Latin, Mathematics, History, Piano.	
JOHNSTON, HELEN.....	Virginia
English, Composition, Piano.	
JOHNSTON, JUANITA.....	Indian Territory
English, Composition, Latin, Mathematics, History, Piano, Art.	
JONES, ANNA.....	Texas
English, Composition, Mathematics, History, Piano.	
JONES, CATHERINE PAGE.....	Kentucky
English, Composition, Latin, French, Mathematics, Elocution, Botany.	
JONES, MARY.....	Virginia
English, Composition, French, German, English Bible, Piano.	
KEARFOTT, MARY LU.....	Virginia
English, Composition, German, English Bible, History, Botany.	
KELLEY, ANNIE LOUISE.....	Texas
English, Composition, Mathematics, History, Piano.	
KELLEY, NORA S.....	Tennessee
English, Composition, Latin, French, Mathematics, Physiology.	
KENNEDY, HELEN.....	Virginia
English, Composition, French, History, Piano.	
KIRVEN, LOUISE.....	Tennessee
English, Composition, Latin, Mathematics, Voice.	
KUTZ, NATALIE.....	Pennsylvania
English, Composition, English Bible, History, Piano.	
KYLE, ELIZABETH.....	Georgia
English, Composition, Latin, French, Mathematics, History.	
LACKLAND, TRUXIE T.....	Alabama
English, Composition, Latin, Mathematics, History, Piano.	
LANE, RICHIE.....	Kentucky
English, Composition, Latin, French, History.	
LARKIN, WINIFRED.....	Texas
English, Composition, Mathematics, History.	
LAWSON, JANIE.....	Virginia
English, Composition, Latin, Mathematics, Art, Elocution.	
LAYNE, LENA.....	Virginia
Preparatory Department, Art.	
LAYNE, NEVA.....	Virginia
Preparatory Department.	

LEWELLIN, NORMA.....	Arkansas
English, Composition, Latin, French.	
LIGON, FRANCES.....	South Carolina
English, Composition, French, Mathematics, Physiology, Moral Science, Voice.	
LOCKE, LUCY ANNA.....	Pennsylvania
English, Composition, Latin, German, Piano.	
LOCKHART, FLORENCE.....	Kentucky
English, Composition, French, History, Art.	
LOVE, ELMA.....	Indian Territory
English, Composition, Latin, History, Piano, Voice.	
LOYD, LUCILE.....	Virginia
English, Composition, Moral Science, Art.	
LUCK, LOULA.....	Virginia
English, Composition, Latin, French, Mathematics, History.	
MACDONALD, LILA.....	Ohio
English, Composition, French, Physics, History.	
McFALL, EDITH.....	South Carolina
English, Composition, French, Mathematics, Physiology, Piano.	
McLAUGHLIN, MABEL.....	Virginia
Organ.	
McLAUGHLIN, MAY.....	Virginia
English, Composition, Physiology, Moral Science, History.	
McLAUGHLIN, EDITH.....	Virginia
English, Composition, French, Mathematics, History, Elocution.	
McLAUGHLIN, BURTON.....	Virginia
Preparatory Department.	
MAVERICK, VIRGINIA.....	Texas
English, Composition, Mathematics, Chemistry, History.	
MEANS, VIRGINIA.....	Alabama
English, Composition, Mathematics, History, Voice.	
MILES, ELISE F.....	Virginia
English, Composition, Physiology, Moral Science, Art.	
MILES, REBECCA MARY.....	Virginia
English, Composition, Latin, French, Mathematics, Piano.	
MILLER, MABEL.....	New York
English, Composition, French, Piano.	
MILLS, ELLIE.....	Texas
English, Composition, History, Voice, Art.	
MOLTON, ELLEN LINN.....	Alabama
English, Composition, French, History, Piano.	
MOORE, HALLIE.....	West Virginia
English, Composition, Latin, French, Mathematics, History.	
MONTAGUE, MATILDA GAY.....	Virginia
English, Composition, Latin, Mathematics, History.	
MONTGOMERY, MARY.....	Texas
English, Composition, French, Piano, Voice.	
MORGAN, ELIZABETH.....	Virginia
English, Composition, Latin, Mathematics, History.	



WEST BUILDING

MORRIS, NELLIE.....	Virginia
English, Composition, Latin, French, History. Piano.	
MORTON, ANNIE K.	Georgia
English, Composition, Latin, Mathematics, History, Elocution.	
MULLINS, ELLEN.....	Virginia
English, Composition, Latin, French, Mathematics, Art, Elocution.	
MURPHY, LOUISE B.....	Texas
English, Composition, French, Voice, Art, Elocution.	
MUXEN, SARA.....	Tennessee
English, Composition, Latin, Mathematics, History.	
MYERS, MARGARET LEE.....	Virginia
English, Composition, Latin, History, Art.	
NORTON, ETHEL.....	Alabama
English, Composition, Chemistry, Physiology.	
NOTTINGHAM, LAURA.....	Virginia
English, Composition, French, English Bible, Piano.	
OATES, LALAGE.....	North Carolina
English, Composition, Mathematics, History, Art.	
PAXTON, MARY G.....	Missouri
English, Composition, French, Chemistry, History.	
PEASE, JOSEPHINE.....	Tennessee
English, Composition, Latin, Mathematics, Piano.	
PEASE, MARJORIE.....	Tennessee
English, Composition, Latin, Mathematics, History, Piano.	
PEED, MARY.....	Kentucky
English, Composition, Mathematics, History, Piano.	
PERRY, LILLIAN.....	Virginia
English, Composition, Latin, Mathematics, Voice.	
PHILLIPS, REBEKAH.....	Missouri
English, Composition, Latin, French, Mathematics, Art.	
POINDEXTER, MAUD.....	Virginia
English, Composition, Latin, Mathematics, Piano.	
POOL, CARRIE.....	South Carolina
English, Composition, Latin, Mathematics, History, Violin.	
PORTER, ELIZABETH.....	Tennessee
English, Composition, French, Piano, Art, Elocution.	
POWELL, ANNIE M.....	Virginia
English, Composition, Latin, French, Piano, Music Theory.	
PULTZ, ZAILA.....	Virginia
English, Composition, Mathematics, Piano, Music Theory.	
PURCELL, PAULINE.....	Kentucky
English, Composition, French, Physiology, Voice, Botany.	
PURYEAR, LUCY.....	Virginia
English, Composition, Chemistry, Moral Science.	
RADFORD, SELENE.....	Virginia
English, Composition, French, Mathematics, Physiology, History.	
RAMSEY, EUDORA.....	South Carolina
English, Composition, Latin, French, Mathematics, History.	

RANDOLPH, MARY.....	Virginia
English, Composition, History, Piano, Voice.	
RICHARDSON, JULIA.....	Texas
English, Composition, Spanish, German, Voice, Elocution.	
RICHARDSON, NINA.....	Texas
English, Composition, French, Spanish, Piano, Elocution.	
ROBINSON, ELSIE.....	Ohio
English, Composition, French, Stenography, Bookkeeping, Typewriting.	
ROUNTREE, COURTNEY.....	Virginia
English, Composition, Physiology, Art, Botany.	
ROUNTREE, NEWELL.....	Virginia
English, Composition, Latin, French, Mathematics, Piano.	
RUCKER, MARGARET CLARKE.....	West Virginia
English, Composition, Latin, Mathematics, History, Piano, Art.	
SANDUSKY, KATHARINE.....	Kentucky
English, Composition, Mathematics, Art, Elocution.	
SATTERFIELD, ROSE MCGUIRE.....	Virginia
English, Composition, Mathematics, Physiology, History.	
SAVORY, ETHEL.....	New Jersey
Composition, Art, Stenography, Typewriting, Bookkeeping.	
SCOTT, CHARLIE MAE.....	Texas
English, Composition, Mathematics, Physiology, History.	
SCOTT, MARY.....	Virginia
English, Composition, History, Stenography, Typewriting.	
SEAY, ANNIE.....	Virginia
English, Composition, French, Piano, Organ, Music Theory.	
SEGAR, J. BYRD.....	Florida
English, Composition, French, History, Piano.	
SHEPHERD, SALLIE GRAY.....	Virginia
English, Composition, History, Piano, Voice, Music Theory.	
SHIELDS, SIDNEY.....	Louisiana
English, Composition, History, Piano.	
SHIELDS, BESSIE.....	Louisiana
English, Composition, Latin, Mathematics, History.	
SHIPP, MARION V.....	Missouri
English, Composition, Moral Science, History, Art.	
SHIPP, GRACE.....	Texas
English, Composition, French, Mathematics, History, Piano.	
SHIREY, EVELINE.....	Virginia
English, Composition, Latin, History, Voice.	
SHOTWELL, ANNA.....	Louisiana
English, Composition, Mathematics, History, Piano, Elocution.	
SLAUGHTER, OLIVE.....	Indian Territory
English, Composition, French, History, Piano.	
SMITH, EUGENIA.....	Alabama
English, Composition, Latin, Mathematics, History.	
SMITH, ROY CABELL.....	Virginia
English, Composition, Latin, Mathematics, Voice.	

SMITH, RUBY RAY.....	Virginia
English, Composition, French, Mathematics, Piano, Voice.	
SMITH, RUTH.....	Virginia
English, Composition, French, German, Piano.	
SNOW, WINIFRED.....	North Carolina
English, Composition, English Bible, History, Voice.	
STEINER, FRANCES.....	Texas
English, Composition, Latin, French, Mathematics, History.	
STEINER, KATE.....	Alabama
English, Composition, French, Physiology, History, Piano.	
STEINER, HELEN.....	Alabama
English, Composition, Latin, German, Mathematics, History.	
STONE, MARY.....	Virginia
English, Composition, Latin, French, Mathematics, Piano.	
STONE, KATE.....	Virginia
English, Composition, Latin, French, Mathematics, Piano.	
SUSONG, JOSEPHINE.....	Tennessee
English, Composition, Latin, French, German, Voice.	
SUTHERLAND, BRANCH.....	Virginia
English, Composition, Latin, French, Piano.	
TALBOTT, EVELYN.....	West Virginia
English, Composition, French, Moral Science, Violin.	
TALBOTT, MARGUERITE.....	West Virginia
English, Composition, Latin, History, Art.	
TAYLOR, GEORGE CABELL.....	Virginia
Latin, Preparatory Department.	
THATCHER, ELIZABETH.....	Kentucky
English, Composition, French, History, Voice, Violin.	
THOMAS, ETHEL.....	Kentucky
English, Composition, French, Mathematics, History, Art.	
THORNHILL, ANNIE.....	Virginia
English, Composition, Latin, French, History, Piano.	
THRASH, IRENE.....	Tennessee
English, Composition, French, English Bible, History.	
TILLMAN, SOPHIE.....	South Carolina
English, Composition, Latin, French, Mathematics, Piano.	
TURNER, ORA LEE.....	Virginia
English, Composition, French, Mathematics, Piano, Art.	
VAN SAUN, ANNA.....	New Jersey
English, Composition, Latin, Mathematics, Piano.	
VIRDEN, LOULA.....	Alabama
Composition, French, Chemistry, Physiology, History.	
WADDELL, NANNIE BAYLEY.....	Maryland
English, Composition, Latin, French, English Bible. Piano.	
WADDELL, BERNEY RAY.....	Mississippi
English, Composition, Latin, French, History, Art.	
WALKER, HAZEL.....	Texas
English, Composition, History, Piano.	

WALKUP, MARIETTA.....	Virginia
Piano, Music Theory.	
WATTS, MARY DAVIS.....	Virginia
English, Composition, French, Voice, Art.	
WEATHERLY, FLORENCE.....	Alabama
English, Composition, Latin, Mathematics, Piano, Art.	
WELLS, ELIZABETH.....	Texas
English, Composition, French, Voice, Botany.	
WEST, GRACE.....	Virginia
English, Composition, Latin, French, Mathematics, Piano.	
WEST, LILY M.....	Virginia
English, Composition, French, Moral Science, History, Elocution.	
WETMORE, EUNICE.....	Indiana
English, Composition, French, Mathematics, History, Art.	
WHEELER, JEANNE.....	Indiana
English, Composition, French, History, Piano.	
WICKS, MADELEINE.....	Texas
English, Composition, Spanish, Physiology, Voice, Elocution.	
WICKS, MURIEL.....	Texas
English, Composition, Spanish, History, Piano, Art.	
WILBUR, MARY.....	South Carolina
English, Composition, French, History, Piano.	
WILLIAMS, MAYME.....	Missouri
English, Composition, French, History, Piano.	
WILLINGHAM, VIRGINIA.....	Georgia
English, Composition, Piano, Art.	
WILLIS, HAZEL.....	Mississippi
English, Composition, French, Physiology, Piano, Voice.	
WILSON, SUSIE.....	Virginia
English, Composition, Physics, Physiology, Moral Science, History.	
WILSON, MARY LOU.....	Alabama
English, Composition, Latin, French, Mathematics, Chemistry.	
WILSON, HELEN.....	Colorado
English, Composition, French, History.	
WINGFIELD, JANE.....	Virginia
English, Composition, Latin, French, Mathematics, Piano.	
WITT, ELLEN.....	Virginia
English, Composition, Latin, French, Chemistry, Physiology, History.	
WITTEN, CECIL.....	Virginia
English, Composition, French, History, Piano.	
WOOD, CLAUDIA.....	Arkansas
English, Composition, French, History, Piano, Music Theory.	
WOODROOF, HARRIET.....	Alabama
English, Composition, English Bible, Physiology, Moral Science, History.	
WOODWARD, LOUISE.....	Maryland
English, Composition, French, Physiology, Voice.	
WOOLFORD, MILDRED.....	Maryland
English, Composition, French, History, Art.	

WYSOR, JULIA BENTLEY..... Virginia
 English, Composition Latin, French, Voice.

Boarders.....	251
Day pupils.....	10
Total.....	261

Number Attending Each Department

English.....	240	Piano.....	125
Composition.....	245	Voice.....	43
Latin.....	101	Organ.....	4
French.....	124	Violin.....	4
German.....	25	Music Theory.....	9
Spanish.....	6	Art.....	35
Mathematics.....	93	Elocution.....	25
Physics.....	2	Stenography.....	3
Chemistry.....	14	Typewriting.....	3
English Bible.....	12	Bookkeeping.....	2
Physiology.....	37	Preparatory Department....	10
Moral Science.....	19	Botany.....	13
History.....	138		

Summary

Virginia.....	109	District of Columbia.....	3
Texas.....	27	Ohio.....	3
Alabama.....	17	Mississippi.....	3
West Virginia.....	13	Colorado.....	3
Tennessee.....	15	Indian Territory.....	3
Kentucky.....	12	Indiana.....	3
Georgia.....	11	Arkansas.....	2
South Carolina.....	8	North Carolina.....	2
Louisiana.....	5	Florida.....	2
Missouri.....	5	New York.....	1
Maryland.....	4	Japan.....	1
Pennsylvania.....	4	China.....	1
New Jersey.....	4		

Hollins Institute

Parents and guardians who, from choice or necessity, place their daughters and wards in schools far distant from their homes, naturally wish to know the facilities and advantages which such establishments command, and their capacities for giving the training, culture, and general impress of character most desirable for young ladies.

The following paragraphs are published with a view to giving our patrons information in regard to our facilities for training the youth committed to our guidance:

I.—Location

The question as to the best location of boarding-schools for girls is one to which much attention has been given in recent years. After an experience of two centuries on this continent, the general conclusion has been reached that country localities, easily accessible to cities, are decidedly preferable from many considerations. Many of the largest and best equipped of such schools of recent origin have been so located, notably Vassar College of New York, Wellesley College of Massachusetts, and Bryn Mawr College of Pennsylvania. This school has these advantages. It is located in Roanoke County, Virginia, seven miles from the City of Roanoke, and one and one-half miles from Hollins Station on the Norfolk and Western Railway (Shenandoah Valley Division).

This county lies in the extreme southwestern section of the great Valley of Virginia, between the Blue Ridge and Alleghany Mountains. The entire region abounds in picturesque mountain scenery, the soil is exceedingly fertile, and the country abundant in fruits, vegetables, grain, and grasses. Probably no region on the continent is more beautiful in its general aspects, and none better adapted in climatic influences to school and school life. Its invigorating atmosphere throughout the seasons—the extremes of cold and heat never reaching their maximum—gives to the pupils vigor and bloom, and develops

elasticity of mind even amidst exhausting labors. Hence, in this comparatively limited territory numerous colleges, high schools, and other institutions exist and flourish. Thousands of pupils are gathered annually in these schools from all parts of the United States. The salubrity of the climate, the beauty and fertility of the country, its freedom from malarial diseases, its invigorating atmosphere, its limpid streams of water, all combine to render this section peculiarly adapted to the successful establishment and permanent prosperity of large institutions of learning.

This Institute owns a tract of land of five hundred acres, and the buildings are so located that they are excluded from the annoyance of close proximity to public thoroughfares. All persons living in the buildings, whether pupils and officers or others, are under the supervision and regulations of the Institute. These premises are beautiful and attractive, but are kept posted according to law, and are not allowed to become a resort for the indiscriminate public. The superiority of this locality as a place for the education of girls, is from year to year attested by their physical development, and by the effect, on character and conduct, of the exclusion of those scenes and associations which so demoralize girls when exposed to them. Stringent rules, rigidly enforced, in the presence of temptations, and idle attractions, may save from damaging scandal; but is this the best influence under which to develop character? At the tender and impressionable age of school life a system of espionage and unnatural restraints, so annoying and irritating to girls, tends to sour dispositions, to foster the spirit of suspicion, and to develop artificial and deceptive character. Unquestionably, girls at boarding-schools should be tenderly guarded and carefully restricted in all their associations, but not by an inexorable code of "blue laws." Location and surroundings should be such as to allow great freedom of daily life and great variety of social intercourse, while dangers and temptations are so far removed as neither to give serious apprehension, and thus lead to oppressive regulations, nor to forbid pleasures and pastimes, away from the public gaze, so necessary to a true physical and moral development. The school which has not the resources within itself—the personal

examples, the moral and æsthetic influences, the variety of exercises and sources of enjoyment, the comforts and social life—but has to seek these in associations beyond its precincts, is certainly not in a condition to do a permanent and successful work in giving to society the best type of women. In location and surroundings, in internal resources and facilities, this Institution commands rare combinations for doing a great work in its chosen sphere. The locality further enjoys the exceptional advantages of mineral waters—white sulphur* and chalybeate—and a healthful, bracing atmosphere at all times.

II.—Premises and Buildings

About eighty years ago the premises now held by Hollins Institute were improved and equipped with a view to render available valuable mineral waters. In the year 1842 the whole property was purchased for educational purposes, and since that time has been so used. All the original buildings have been removed, and others erected better adapted to school purposes. The main buildings (of which there are six) are of brick, with slate and tin roofing, and afford accommodations for a full faculty and two hundred and twenty-five boarding pupils. For many successive sessions, the accommodations have been filled at the opening of the session, and other applicants declined.

The buildings contain ample lecture-rooms, a chapel, a spacious and attractive dining-room, literary society halls, parlors, rooms for music and art, etc., all arranged with special reference to health, comfort and convenience. These buildings are heated throughout by steam and lighted by electricity, from a central plant. They are so connected by covered ways that all parts of the premises are safely accessible even in the most inclement seasons.

The grounds around the buildings are beautiful and extensive, embracing many acres, and are adorned with walks, shade trees, and shrubbery. In close proximity to the buildings are springs of mineral waters of valuable medicinal properties. The grounds and buildings are too extensive to be represented in a single picture. The cuts give only partial views of the premises.

*For Analysis see Page 35



EAST BUILDING

III.—Organization

This school is arranged with special reference to the health and comfort of its pupils as well as to the inculcation of those habits and tastes which mark the truly refined and cultured.

All officers, professors, and teachers reside on the premises, and give their whole time to the interests of the school. They with their families board with the pupils, intermingling in all the relations of social life.

The pupils occupy their own private rooms during study hours except when attending lectures or other exercises to which they have been assigned. The bedrooms (most of which are arranged for two pupils), are comfortably heated by steam and are furnished with all needed articles for comfort and convenience, and the pupils are supervised by officers. Pupils study more successfully in their rooms than when crowded together in a large study-hall and kept sitting in the same posture for hours in succession, while the physical exercise in going to and from recitations throughout the day proves highly conducive to health, vigor, and bodily development.

The Boarding Department is conducted by the General Manager, aided by competent sub-officers.

The dining-room is on the second story, connected with the other buildings by covered ways. It is commodious and attractive, with ample culinary attachments on the same floor.

IV.—Religious Privileges

The evening devotions regularly held in the chapel of the Institute are conducted by the resident chaplain. On Sunday Sabbath-school exercises are held at 9 a. m., in which the Bible is made the text-book; at 8 p. m., preaching by evangelistic ministers of approved qualifications and standing. Attendance at these exercises is required of all resident students. At 11 a. m. there are services at churches of different communions in the immediate vicinity, which pupils at their option may attend.

In the development of a true and high type of character religious influences, *not sectarian*, must play an important part.

The christian graces, harmoniously blended and carefully cultured and exhibited in all the associations of life, give a charm and a power which no adornment of person or culture of intellect in their absence can produce. The pupils of this school enjoy superior religious privileges. While separated from their parents, pastors and other spiritual guides, it would be a grave omission not to make ample provision for their spiritual wants and religious development. Hence, in addition to daily worship and weekly Bible lessons, ministers of high repute in their respective communions conduct services alternately in the chapel of the Institute for the special benefit of the pupils, officers, and families that reside at the place.

V.—*Fair Repute*

No institution in which large numbers of young ladies have their homes for educational purposes can afford a management which gives rise to damaging criticism or unfavorable rumor. Its reputation affects that of every pupil, while the conduct of its pupils casts a reflex influence on its own. At every cost of labor and vigilance, good government must be maintained—a prudent, wise, generous, and effective supervision must be exercised over the pupils at all times.

VI.—*Teaching*

The most satisfactory results can only be secured by the concentration of ability and great variety of talent and adapt-ness in the Board of Instruction. The education and training of girls has in recent years received a degree of attention beyond that of any period in our history. In every section of our country standards of scholastic attainment have advanced, the equipment of schools has been greatly enlarged, and the subjects taught have multiplied. To meet these varied and increasing demands this Institute employs a large number of teachers of varied attainments and great versatility of talent.

Our regular systematic course of study (see Page 64) leads to the A. B. degree, and all students are advised to pursue this course.

Many, however, for lack of time or other reasons, can not complete this course. Such students, with the advice of the faculty, elect studies suited to their taste and talents.

VII.—Discipline

Pupils committed to our care and training are watched over and cared for in health or in sickness, in school or out of school, as our own children. The development of character and private habits, the exhibition of morals and manners in all the associations they form, a fair name in school and with the general public, give us the same solicitude as in the case of those bound to us by ties of kindred. Indeed, when they leave school our anxieties do not cease until we know they are again at home and under the care of their friends.

The school is not governed by minute, specific rules; the authority is parental rather than official. *We do not, however, allow pupils to leave the premises unless properly chaperoned, nor to make visits unless positively instructed by parent or guardian to do so, and even then we reserve the right to decide upon the propriety of such visits.*

The regulations of this school require that every student shall be ladylike, decorous and upright in her conduct as long as she remains under its guardianship. It is expected that due respect at all times and under all circumstances be paid to officers and teachers. Students who can not subscribe to these regulations will be required to withdraw.

No disgraceful penalties are inflicted, nor are they subject to any long catalogue of minute regulations, which so far from inducing correct, ladylike deportment, often prove but a source of constant annoyance and irritation. *General principles as to those proprieties of life which should ever be recognized and observed by all of their sex and age, whether in or out of school, are made prominent, and the necessity for more stringent and more specific laws seldom arises.*

The every-day life of this school is beautiful and impressive. Contentment, cheerfulness, and vivacity are features so marked as to excite surprise in visitors, and uniformly become a subject of remark by those who sojourn with us. School life should be made pleasant and happy; discontent, irritation of

feeling, constant homesickness, are alike opposed to successful progress in educational training and the development of sweet and smooth dispositions. The surroundings of this school are not objects and scenes which constantly excite hopes and wishes which it would not be best to gratify, and consequently a source of dissatisfaction, nor such as to invite to irregularities and improprieties of conduct; but in every direction the school looks out upon beautiful natural scenery, with its ever-varying shades and hues, and hence never monotonous. In the absence of improper external attractions, interest and sympathy center in school exercises and home associations, and the associations of the place itself are ample—nearly all the pupils are boarders, the officers and teachers, with their families, reside on the premises, together with several families in separate buildings, who may be here for educational purposes. No indiscriminate association is allowed with the outside public, and all who are admitted to the grounds must observe those proprieties which appertain to premises appropriated almost exclusively to the gentler sex.

All the training—literary, moral, and disciplinary—of this school looks beyond girlhood to the future woman, bearing the responsibilities and sustaining the relations appropriate to her sex in society.

VIII.—DRESS

Expensive dressing while in school is objectionable from many considerations. A girl whose mind is absorbed in external adornment is not likely to cultivate and develop those virtues which constitute the chief and permanent ornament of character, nor will she aim to secure those mental acquirements which are to give to her influence and success in the better spheres and associations of life. Money spent in costly attire or jewelry while in school is worse than squandered. Far better would it be to reserve funds thus used for travel and other sources of improvement after school days are over.

This school prescribes no uniform dress for its pupils on ordinary or public occasions. Those who take lessons in Physical Culture must be provided with a gymnasium suit. For the sake of uniformity this should be purchased after entering school.

Young ladies are expected to observe simplicity, good taste, and neatness in dress and personal habits in every-day life. Without any effort on the part of the officers, our pupils conform to this requirement, simply because it is the habit of the school and the style of every-day life with us.

At no time during the session are elaborate evening dresses appropriate. For school entertainments during the winter months each pupil should have an evening dress made of material sufficiently thick to prevent the temptation to remove flannels. On Commencement Day, all pupils are expected to be attired in white. A simple white muslin dress is most appropriate for this occasion.

All students should be provided with walking-shoes, rubber overshoes, cloaks or shawls, and caps or hats for every-day wear. They should have also warm clothing, especially underwear. We live in a bracing climate and spend much time in the open air.

IX.—Health and Recreation

Pupils of this school usually enjoy vigorous health during the session, and even after its protracted and exhausting labors are over, return to their homes with the bloom of youthful vigor and freshness. This is due to the effects of climate, the use of mineral waters, and to free, unrestrained outdoor exercises, to which ample and pleasant surroundings invite.

Indoor exercises are also encouraged, so that at no season are the pupils deprived of the means of proper physical development which gives elasticity to the spirits and healthful mental recreations.

The infirmary is provided with comfortable and pleasant rooms, cut off from the hurry and bustle of school life. It is under the supervision of an experienced trained nurse. The resident physician, whose rooms are near by, attends promptly all cases of illness, and exercises a general oversight of the health of the entire establishment.

X.—Admission of Pupils

Pupils are received at any time during the session. It is most desirable, however, that they enter promptly at the opening of the session. While courses of instruction are provided

for every age and every degree of advancement, the internal arrangements of the school are best adapted to boarders over the age of fourteen years. *No one is received for a shorter period than the entire session, or the remaining portion thereof, at the time of entrance.* Precaution is used to prevent the admission of any pupil whose example and influence might prove injurious to others.

Parents and guardians may rest in the confident assurance that their daughters and wards, while connected with this Institute, whether in sickness or in health, will receive careful attention and supervision. It is our sole business in life to take care of and train those committed to our temporary guardianship, and it is our aim to discharge the delicate and responsible office faithfully and in a manner acceptable to those at least who desire high standards of mental and moral discipline for their daughters.

Having maintained an uninterrupted and prosperous career for more than a half-century, the Institute points to its past history as the most satisfactory assurance and guarantee of future efficiency.

The Sulphur Spring

The following analysis was made at the Health Department of Washington City:

ORGANIC.	PARTS PER MILLION.
Total solids	573.
Nitrogen as free Ammonia .....	.04
Nitrogen as Aluminoid Ammonia.....	.06
Nitrogen as Nitrites .....	.00
Nitrogen as Nitrates	Trace.
Chlorine	18.
Oxygen consumed	1.2

MINERAL.	GRAINS PER GALLON.
Magnesium Sulphate	5.27
Calcium Sulphate	5.07
Calcium Bicarbonate	17.40
Sodium Bicarbonate	1.97
Sodium Chloride	1.72
Iron Bicarbonate .....	.21
Silica	1.59
Sulphuretted Hydrogen	Considerable.

Total solids 33.23

The analysis shows this water to be pure and wholesome, and to contain salts in solution which possess marked medicinal properties.

You are to be congratulated upon having such a valuable spring in connection with your school.

Very truly yours,

J. D. HIRD, M. A., *Chemist.*

Washington, D. C., February 28, 1903.

Practical Suggestions

All instructions in regard to pupils should be sent through the mail directly to the President.

Parents are asked not to give permissions which conflict with the regulations of the school. Those at a distance do not always understand the conditions involved and sometimes give permissions which they would withhold were they cognizant of the facts in the case. They are advised to acquaint themselves with the views of the school before giving such permissions.

In case of sudden or serious illness, the parent or guardian is informed promptly, every attention in the meantime being given which could be bestowed were they present.

It must not be inferred that when pupils are in the infirmary they are necessarily very sick—they are required to go there even when slightly indisposed.

When pupils are committed to others than officers of the school, or authorized to make visits, or to go home at the close of the session with other parties, written instructions should be sent to the President; and in such cases the Institute is released from responsibility as soon as such instruction shall have been fulfilled.

Some parents do their children and the school a wrong by calling them home before the closing exercises of the session. As soon as such permission reaches the student she is not only inclined to neglect her own studies and thus fail to pass successfully her final examinations, but she becomes a disturbing element in the school. Moreover, when a pupil leaves before the closing exercises a general unfavorable impression is made as to the cause of her leaving.

This Institute does not encourage its pupils to receive the attention of gentlemen. We can not assume the responsibility of supervising such associations of young ladies committed to our care—it is the province of immediate relatives. When it is considered necessary, or desirable, for calls to be



SULPHUR SPRING

made by gentlemen, they must invariably present to the President letters of introduction and instruction from the parent or guardian of the young lady upon whom such calls are made. Even then such calls must not be too frequently repeated. Parents should beware of allowing their daughters to form the acquaintance of gentlemen, strangers to themselves and strangers to the authorities of the school. This is done by prescribing unnecessary, and often very improper, visits beyond the limits of official supervision.

The command of an unnecessary amount of money while at school to satisfy *imaginary* wants is a great evil. It diverts from studies and other duties, and engenders and fosters wasteful or extravagant habits. Parents are advised to give their daughters a fixed allowance for "pin money," *which should pass through the treasurer's hands*, as otherwise the school would have no way of regulating the matter. We would suggest three dollars a month as a suitable sum for this purpose. No money is advanced to a pupil without written instruction from parent or guardian. *Purchasing on credit is forbidden.*

At a place so fully occupied as this, employing many servants and entertaining many visitors, we can not be responsible for the loss of valuables. Money, jewelry, etc., should be deposited for safe-keeping with the secretary and treasurer.

Dress-making should be attended to at home.

This school does not interfere with, or supervise, the correspondence of its pupils, except in cases where grave improprieties become known. In such cases the facts are promptly reported to parents or guardians. Instructions should always be given as to what correspondence is disapproved by parent or guardian.

The bedrooms are comfortably furnished. Students are not required to furnish bedding. They furnish only towels and napkins for their own use.

Trunks and other baggage should have the name of the owner attached. Attention to this suggestion will facilitate prompt delivery.

When parents send packages by express, the express receipt should be sent to the daughter.

Parents will greatly aid us in our efforts to promote the health of their daughters, if they will heed our earnest request that no eatables, except perhaps fresh fruits, be sent to those committed to our care. A large proportion of the little sicknesses among our students is traceable to imprudent eating at improper times.



Courses of Instruction

Instruction is offered in the following departments:

ENGLISH,
LATIN,
GREEK,
FRENCH,
GERMAN,
SPANISH,
HISTORY AND POLITICAL ECONOMY,
MORAL SCIENCE,
THE ENGLISH BIBLE,
MATHEMATICS,
PHYSICS,
CHEMISTRY,
ASTRONOMY,
BOTANY,
PHYSIOLOGY AND HYGIENE,
MUSIC (Pianoforte, Voice Culture, Organ, Violin,
Theoretical Studies).
ART (Drawing, Painting, History of Art).
ELOCUTION AND PHYSICAL CULTURE.
STENOGRAPHY, TYPEWRITING, AND BOOKKEEPING.

These departments are separate and distinct, each conducted by a Professor, with such assistance as may be demanded. Each department being distinct, the pupil may, at her option, become a candidate for graduation in any one or all of them, though it is not possible for her to pursue more than four or five at the same time. *Diplomas are not conferred indiscriminately upon all members of a class who have passed through a prescribed course of study, but on those only who at the examinations give evidence of a thorough acquaintance with the subjects embraced in the courses upon which they propose to graduate.* (For requirements for A. B. Degree, see Page 64).

Collegiate Department

English

PROFESSOR CUMMINGS,

MISS CLEVELAND,

MISS WILLIAMSON.

I. OUTLINE HISTORY OF ENGLISH LITERATURE; RHETORIC; ETYMOLOGY.

Four recitations a week (45 minutes).

TEXT-BOOKS: *History of English Literature*, Halleck; *Masterpieces of British Literature*; Scott's *Lady of the Lake* (Rolfe); *Study of English Words*, Anderson; *Elementary Guide to Literary Criticism*, Painter.

[Applicants for admission to this class must give satisfactory evidence of familiarity with the principles of English Grammar, and must have read the following books: Franklin's *Autobiography*; Irving's *Rip Van Winkle*, *Legend of Sleepy Hollow*, *Rose of the Alkambra*, *Moor's Legacy*; Cooper's *Last of the Mohicans*; Longfellow's *Miles Standish or Hiawatha*; Hawthorne's *Grandfather's Chair*; *Biographical Stories*.]

COMPOSITION: Dictation and Weekly Themes; *Elements of English Composition*, Gardner, Kittredge, and Arnold.

II. NINETEENTH CENTURY LITERATURE.—First term, American poets. Special study of Bryant, Poe, and Lanier; History of American Literature. Second term, Tennyson, *Idylls of the King*. History of English Literature.

Three hours a week.

TEXT-BOOKS: *Introduction to American Literature*, Pancoast; *Introduction to English Literature*, Pancoast; Rolfe's Edition of Tennyson's *Idylls of the King*, complete.

Students that take Course II without previously taking Course I must be prepared on the final examination in June to answer questions on the whole field of English Literature.]

COMPOSITION: Daily and Fortnightly Themes in Periods; *Composition-Rhetoric*, Scott and Denny.

III. ENGLISH NOVEL AND SHAKESPEARE.—First term, history and development of the English Novel, and study of

representative masterpieces. Second term, Shakespeare—a critical study of twelve plays taken chronologically, with attention to the growth of the poet's dramatic art.

Three hours a week.

TEXT-BOOKS: *Introduction to English Literature*, Pancoast; *Development of the English Novel*, Cross; *In the Days of Shakespeare*, Jenks; *The Drama: Its Law and Its Technique*, Woodbridge; Clark and Wright Edition of Shakespeare.

[Open to those who have completed Courses I and II.]

COMPOSITION: Fortnightly and Daily Themes; *Practical Elements of Rhetoric*, Genung; *Composition-Literature*, Scott and Denny.

IV. ANGLO-SAXON AND CHAUCER.—First term, Anglo-Saxon Grammar, History of the English Language, Literary study of the Anglo-Saxon Prose and Poetry. Second term, Chaucer—Critical study of the *Prologue* and of several of the *Canterbury Tales*, Lectures on Chaucer's predecessors and contemporaries.

Three hours a week.

TEXT-BOOKS: In Anglo-Saxon—*Old English Grammar and Exercise Book*, Smith; *Early English Literature*, Stopford Brooke; *Beowulf*, translated by John Leslie Hall. In Chaucer—*The Globe Edition of the Works of Chaucer*; *Chaucer Primer*, Pollard; *Introduction to English Literature*, Pancoast; *History of the English Language*, Lounsbury; *In the Days of Chaucer*, Jenks.

V. ENGLISH RELIGIOUS DRAMA AND PREDECESSORS OF SHAKESPEARE.—Reading and study of the best examples of the *Miracle* and *Morality Plays*, and *Interludes*; study of the plays of Lyly, Greene, Peele, Nash, Lodge, and Marlowe. This course will be opened with lectures on the origin and development of the Ancient Classical Drama.

Two hours a week.

TEXT-BOOKS: *Specimens of Pre-Shakespearean Drama*, Manly; *English Miracle Plays*, Pollard; *English Religious Drama*, Katherine Lee Bates; *Shakespeare's Predecessors in the English Drama*, John Addington Symonds.

[Course V is designed for those students who desire a more specialized study of the beginnings of English drama than is offered in Course III.]

VI. PREDECESSORS OF CHAUCER.—Open to those who have completed Course IV.

Two hours a week.

TEXT-BOOK: *Specimens of Early English*, Vol. II, Morris and Skeat.

VII. REVIVAL OF ROMANTICISM IN ENGLAND IN THE EIGHTEENTH CENTURY AND CULMINATION OF THE MOVEMENT IN THE NINETEENTH.—Study of the works of Wordsworth, Shelley, Byron, and Keats.

Two hours a week.

TEXT-BOOKS: *Beginnings of the English Romantic Movement*, Phelps;
History of English Romanticism in the Eighteenth Century, Beers.

VIII. ADVANCED COMPOSITION.—Study of description, narration, and exposition. Technique of the Short-story. Fortnightly themes.

One hour a week.

Required of students that elect Course IV.

COMPOSITION WORK is required of all pupils, whether students of English or not. At the opening of the session the teacher will form classes based on test papers assigned to the pupils. Meetings will be held at least once a week, and regular and systematic instruction is given in the theory of composition. In all composition classes, with each pupil individually the teacher holds private consultations in which the papers are carefully criticised and full explanations given of each correction.

Pupils who have completed Course IV will be required to hand in at stated intervals such written work as may be determined by the Professor.

Upon the completion of Course III, the pupil is granted a diploma of English Literature. Upon the completion of Course IV, the pupil is awarded a diploma in English Language. Pupils who successfully pass the examinations in Course I or in Course II, receive certificates of distinction. Candidates for diplomas in either literature or language are required to write an essay on some line of work assigned by the Professor. Should the pupil at the same time be an applicant for a degree, she may present this same essay as her essay for graduation.

Latin

PROFESSOR PLEASANTS,

MISS PLEASANTS.

I. This class takes up the study of the easier Latin

writers, carrying on the study of the grammar and impressing its principles by written exercises.

Four recitations a week (45 minutes).

TEXT-BOOKS: Cæsar; Ovid; Grammar (Bennett); Preparatory Latin Writer (Bennett).

II. The studies of this class are a continuation and enlargement of those of Class I, using more difficult authors and exercises.

Four hours a week.

TEXT-BOOKS: Virgil; Cicero; Grammar and Exercises (Bennett).

III. This class by its previous studies well-grounded in the principles of the language, makes, as far as can be made in the time, a practical acquaintance with the literature of the language. In this class also, there are regular written exercises in translating from Latin to English and from English to Latin.

Three hours a week.

TEXT-BOOKS: Livy; Horace; Tacitus; Harrison's and Gildersleeve's Latin Grammars; Roman History.

Upon the completion of Course III the pupil is granted a diploma in Latin. Those who pass successfully in Courses I or II receive a certificate of distinction.

Greek

PROFESSOR PLEASANTS.

In this language there are three classes. The aims and methods are the same as those pursued in teaching the Latin, viz.: to give the pupil a practical and useful knowledge of the language by reading portions of the best authors and by writing exercises with constant grammatical analysis.

TEXT-BOOKS.

- I. The beginner's Greek Book (White); Xenophon's Anabasis.
- II. Goodwin's Greek Grammar; Xenophon's Memorabilia; A Play of Euripides; Written Exercises.
- III. Selections from Sophocles, Plato, and Demosthenes.

French

PROFESSOR KUSIAN,

MISS HAYWARD.

There are three classes in this department. Strict attention is given to grammatical analysis. Idioms are carefully noted and compared with the corresponding English forms. Pupils are required to write exercises and original compositions throughout the course, and are, by their daily association with a foreign teacher, afforded the best opportunities for acquiring precision and fluency in speaking French.

I. Chardenal's *Complete Course*; Super's *French Reader*; Exercises. *Five recitations a week (45 minutes).*

II. Edgren's *Grammar*; Prose Composition; Dictations; *La Mare au Diable*; Chateaubriand's *Atala and René*; *Easy French Plays* (Benton). Parallel reading for 1907: *Le Conscrit*; *Histoire de France* (Super); Sight Reading.

Four hours a week.

III. Corneille's *Le Cid*; Molière's *Le Misanthrope*; Racine's *Athalie*; Hugo's *Hernani*; Rostand's *Cyrano de Bergerac*, Prose Composition; Conversation. Parallel reading for 1907. *Quatre-vingt-Treize*; *Cinq Mars*; *Histoire de la Littérature Française*; Sight Reading.

Three hours a week.

Upon the completion of Course III a diploma is awarded.

German

PROFESSOR KUSIAN.

In this language there are three classes. The aims and methods are the same as those pursued in French.

I. Joynes-Meissner's *Grammar* (Parts I and II); Exercises; *Geschichten am Rhein*; Wesselhoeft's *Composition*.

Five recitations a week (45 minutes).

II. Joynes-Meissner's *Grammar* (Part III); Jagemann's *Syntax and Composition*; *L'Arrabiata*; *Wilhelm Tell*; *Minna von Barnhelm*; *Die Hochzeitsreise*; Conversation. Parallel



9200 ft.
Keweenaw

MUSIC AND ART HALL (California Cottage in Background)

Application for Admission
to
Hollins Institute,
Hollins, Va.

To the President of Hollins Institute, Va.:

You are authorized to register my { daughter } as a pupil of
ward }
Hollins Institute for the session 190.....to 190......

I accept the terms and regulations as set forth in your catalogue.

Name of the pupil.....

Age of the pupil.....

Last school attended.....

Church { connection }
{ preference }

References.....

Studies to be pursued.....

Signed.....

Address.....

Date.....190.....

reading for 1907: *History of Germany* (Bayard Taylor); *Doctor Luther; Bilder aus der Deutschen Litteratur* (Keller); Sight Reading.

Four hours a week.

III. Jagemann's *Syntax and Composition*; Translations into German of Bulwer's *Lady of Lyons* and Irving's *Rip Van Winkle*; Lessing's *Nathan der Weise*; Goethe's *Hermann und Dorothea*; *Meisterwerke des Mittelalters*; Conversation. Parallel reading for 1907: Heine's *Harzreise*; Scheffel's *Ekkehard and Trompeter von Säkkingen*; Schiller's *Balladen*; *Deutsche Litteratur-geschichte* (Wenkebach). Sight Reading.

Three hours a week.

A diploma is conferred upon the pupil who completes Course III.

History and Political Economy

MISS TERRELL,

MISS PLEASANTS.

The aim through the entire course of history, is to give the student a thorough training in the best methods of study, and to acquire a systematic knowledge of the development of present conditions by studying those of the past.

I. ANCIENT HISTORY, INCLUDING THE TEUTONIC PERIOD DOWN TO 800 A. D.

In the study of Greek history much time is given to the study of Greek life, literature, and art, also the spread of Hellenism after Alexander, since this period affects the modern world more closely than the period of City-States. The study of Roman history includes the social, political, and economical institutions. A careful study is made of the breaking up of the Western Roman Empire and the formation of Charlemagne's Empire. Maps, charts, and diagrams are an essential part of this course. *Four recitations a week (45 minutes).*

Text-books are used, readings assigned, and lectures given.

TEXT-BOOKS: *Ancient History* (West). *Masterpieces of Greek Literature* (Wright); *Masterpieces of Latin Literature* (Laing).

II. GENERAL EUROPEAN HISTORY (first term). CIVIL GOVERNMENT OF THE UNITED STATES (second term).

This is a continuation of Course I. A careful treatment is made of the development of England and France, The Crusades, the growth of the Papacy, rise of Italian City-Republics, Feudalism, Reformation, Religious wars, and the causes of the French Revolution. Some acquaintance with the literature of these periods is required. The student is directed in a course of reading necessary to the full appreciation of the subjects pursued. Charts, maps, and diagrams necessary.

Three hours a week.

TEXT-BOOKS: *History of Western Europe* (Robinson); *Civil Government in the United States* (Fiske).

III. AN EPOCH OF MEDIÆVAL OR MODERN HISTORY (first term). ENGLAND AND FRANCE WITH SPECIAL REFERENCE TO THE RISE AND ESTABLISHMENT OF LIBERAL GOVERNMENTS (second term).

So far as time permits, the epoch studied in this course is taken broadly, and a critical study of the origin and development of the period is made, aiming to give the student such historical training as will stimulate further study in this or other epochs. The second term of this course includes a study of the Revolutionary and Napoleonic periods, evils of Absolutism, and the influence of different nations on each other. Effort is made to encourage the discussion of the topics of the day and matters of general interest.

Three hours a week.

Session 1905-06: First Term, *The Reformation* (Fisher); Second Term, *The French Revolution*.

TEXT-BOOK: *Revolutionary and Napoleonic Era* (Rose).

Upon the satisfactory completion of II and III the student receives a diploma in history.

IV. POLITICAL ECONOMY, OUTLINE OF ECONOMICS.

A careful study of the questions and problems relating to modern conditions. Collateral reading assigned.

TEXT-BOOK: *Introduction to the Study of Economics* (Bullock).

Moral Science

PROFESSOR PLEASANTS.

Students applying for this work should have completed at least the equivalent of II Mathematics and II History, and should be reasonably familiar with the facts of Physical Science, including an elementary knowledge of the human body and its nervous physiology.

The course covering two years embraces work in Psychology, in Logic, and in Christian Ethics as the standpoint for an introduction to the History of Philosophic Thought. By means of experiment, of lecture, of reading, and of discussion, so far as is possible in the time allotted, the requisite methods, facts, principles, and theories are learned. As educational, however, the aim is to foster and develop that balanced self-activity which is the goal of all education, since it is the only true preparation for life.

I. Psychology and Ethics.

Three hours a week.

TEXT-BOOKS: *Psychology* (Halleck); *Ethics* (Peabody).

II. Logic.

Two hours a week.

TEXT-BOOK: *Logic* (Jevons).

Both of these courses are necessary for a diploma in Moral Science.

The English Bible

DR. TAYLOR.

The course offered in the English Bible covers two years, with two lessons a week.

In the *first* year the Bible is studied by books. Each book is treated as a unit, yet its relation to the other books is kept in view. In this course, among the subjects considered, are the following: The titles and divisions of the Bible and of the books of the Bible; the manuscripts and translations of the

Bible ; the character of the original languages of the Bible ; the geography of Bible lands ; the history and customs of the Jews and of other nations which figure largely in the Bible.

In the second year the life of Christ and the life and epistles of the Apostle Paul are taken up.

The teaching is by means of text-books and lectures. Among the text-books used are the following: *Outline Analysis of the Books of the Bible*, B. C. Taylor ; *Life of Christ*, Stalker ; *Life of St. Paul*, Stalker ; *Reading the Bible by Books*, Broadus.

Both courses are required for the diploma.

Mathematics

PROFESSOR DUKE,

MISS CLEVELAND.

A thorough course is offered in pure mathematics. The spirit of modern scientific methods is suggested, although no attempt is made to treat with rigor the subjects introduced. The training in daily drill, with many examples, is kept up until the Junior year, when opportunity is afforded the student of beginning a development of the higher reasoning faculties in the many advantages accruing from lecture courses and a broader reading.

It is believed that the student who successfully completes the work as outlined, will have some idea of the magnitude of the study of mathematics, and an appreciation of the importance of general principles and the utility of systematic arrangement in any mental process.

I. Beginning at Theory of Exponents, the study of Algebra is continued through the Theory of Quadratics. The most of the session is then devoted to the study of Plane Geometry. *Four recitations a week (45 minutes).*

TEXT-BOOKS: *School Algebra* (Colaw and Ellwood); *Plane Geometry* (Phillips and Fisher).

II. Higher Algebra is studied for the first half-session and Plane Trigonometry for the second half. During the

Spring a short course in Land Surveying is given, working with a compass and level. *Three hours a week.*

TEXT-BOOKS: *Algebra for Colleges and Schools* (Hall and Knight)
Plane Trigonometry (Murray).

III. The study of Higher Algebra is continued for three months and is followed by a course in Conic Sections and Introduction to Differential Calculus. *Three hours a week.*

TEXT-BOOKS: *Algebra for Colleges and Schools* (Hall and Knight);
Puckles Conic Sections; *Primer of History of Mathematics* (Ball).

IV. SOLID GEOMETRY: An elective course for a half-session is offered in connection with and preparatory to the study of Astronomy.

TEXT-BOOK: *Plane and Solid Geometry* (Phillips and Fisher).

The Mathematics Diploma is granted to those who have completed Courses I, II, and III.

Physics

PROFESSOR COCKE.

I. MECHANICS, MOLECULAR PHYSICS AND HEAT.
Class work three, laboratory two hours a week.

TEXT-BOOKS: Wentworth and Hill's *Text-Book of Physics*; Millikan's
Laboratory Course for High Schools.

II. MAGNETISM AND ELECTRICITY, SOUND AND LIGHT.
For entrance into this class II Mathematics or its equivalent is required.

Class work three, laboratory two hours a week.

TEXT-BOOKS: Hastings and Beach's *Physics*; Cajori's *History of Physics*. Notes.

Both courses are required for the diploma.

Chemistry

PROFESSOR COCKE.

I. INORGANIC CHEMISTRY, ELEMENTARY COURSE.

Class work two, laboratory three hours a week.

TEXT-BOOK: Remsen's *Elements of Chemistry*.

II. GENERAL CHEMISTRY, MORE ADVANCED COURSE.

Class work two, laboratory three hours a week.

The laboratory work in this class is almost entirely quantitative in character.

TEXT-BOOKS: Newell's *Descriptive Chemistry*; Newell's *Experimental Chemistry*; Venable's *Short History of Chemistry*; Richards' *Chemistry of Cooking and Cleaning*. Notes.

(Students taking either class are charged a laboratory fee of ten dollars for chemicals, etc. Breakage or damage to apparatus is charged at cost.)

Both courses are required for the diploma.

Physical and Chemical Laboratories

During the last few years considerable additions have been made to our equipment for experimental work in Physics and Chemistry, so that we are now prepared to teach these subjects, at least in their elementary stages, in accordance with modern methods.

In Chemistry each student is provided at the opening of school with locker and drawer, containing most of the apparatus necessary for performing the experiments given during the session, which they are required to return in good condition at the completion of the course. When apparatus is broken, it is charged to them at cost.

The laboratory work in Physics is mostly quantitative in character, and suitable apparatus is provided, including many instruments of precision.

The facilities for general illustration and class demonstration are also very good, and are being added to from year to year.

Astronomy

PROFESSOR DUKE.

A course in General Astronomy is offered, beginning January 1st and continuing for the remainder of the session.

For entrance into this class a working knowledge of Elementary Algebra and Plane and Solid Geometry is required. Seniors electing this as one of their courses leading to the degree of A. B., will be required to take the course in Solid Geometry (see Page 49).

The Institute is provided with a very good small-size telescope, globes, models, lantern slides, etc., for use in this department.

Three hours a week.

TEXT-BOOK: Todd's *New Astronomy*.

Botany

MISS HAYWARD.

The course of study in this school embraces (1) Morphology, (2) Vegetable Physiology, (3) Ecology, (4) Systematic Botany or Classification.

The method of instruction is by use of approved text-books, supplemented by lectures, by constant study of living forms, and by experiments in which the student is made to observe for herself.

The department is supplied with all the apparatus and instruments needed in this study, such as Compound and Simple Microscopes, Dissecting Microscopes, together with a full line of microscopic objects to illustrate every variety of minute vegetable structure.

I. In the first year the subjects of Morphology and Vegetable Physiology are carefully studied, and a beginning is made of Systematic Botany or Classification of Plants.

Three hours a week.

II. In the second year Systematic Botany is more fully treated, and the subject of Ecology or Plant relations with

Economic Botany, and a course on the minute structure of Plants is given. *Three hours a week.*

TEXT-BOOKS: *Botany all the year round*, (Andrews); *Leavitt's Outlines*; *Gray's Flora of the Northern States*; *Coulter's Plant Relations and Plant Structure*; *Chapman's Flora of the Southern States*.

Both courses are required for the diploma.

Physiology and Hygiene

DR. DRAKE.

This department offers a two years' course, at the satisfactory completion of which a diploma is awarded.

Great emphasis is given to the importance of a knowledge of physiology and hygiene as constituting an indispensable part of the education of young ladies.

The method of teaching is by lectures and text-books, with quizzing on previous lessons assigned.

Demonstrations are made of the forms and functions of the various tissues and organs of the human body by dissection of parts of the lower animals, and by the use of charts and models.

At intervals during the session, the resident physician delivers public lectures in the chapel on subjects of scientific and practical interest pertaining to physiology and hygiene.

I. Elementary Biology, Chemistry, Experimental and Descriptive Physiology.

TEXT-BOOKS: *Colton's Physiology*; *Walker's Anatomy, Physiology, and Hygiene*.

II. Anthropology and advanced Physiology.

TEXT-BOOKS: *Martin's The Human Body* (Advanced Course); *Raymond's Human Physiology*.

Both courses are required for the diploma.

Department of Music

PROFESSOR ALBERTI, Director, *Voice Culture, Theoretics.*

PROFESSOR MICHAELIS, *Piano, Violin, Music Knowledge.*

PROFESSOR HOFFMAN, *Organ, Piano, Harmony, Music Knowledge, History of Music.*

PROFESSOR SCHMIDT, *Piano.*

MISS ISEMAN, *Piano, Music Knowledge.*

MISS LACY, *Piano.*

MRS. HOFFMAN, *Voice Culture.*

The School of Music has for its object the foundation and the diffusion of a high musical education, which, based on the study of classic masters, embraces whatever is good in modern art. The school endeavors to attain this end by well-grounded instruction, imparted not only to amateurs whose object it is to acquire a correct knowledge of music, but also to those who wish to devote themselves to music as teachers. Most of the members of the Music Faculty have had the advantages of instruction in the Conservatories of Europe. There are thirty-eight (including four grand) pianos, a pipe organ, and other instruments in the Institution for the use of the School.

Fortnightly soirées are given throughout the session at which the pupils acquire the ease and self-possession necessary to creditable performance before an audience. Lectures on musical topics, and recitals, are given from time to time by members of the Music Faculty.

Diplomas and Certificates

The Diploma of graduation in any branch of music is made to depend on the knowledge and ability of the pupil, not on the length of time she has studied. For graduation the pupil must give proof of her qualifications by a public recital, embracing all styles of composition. She must also pass a successful examination in Class III of Music Theory.

The pupil giving proof of fair ability and success in any class of music study is entitled to a *Certificate of Distinction*.

A *Certificate of Proficiency* is given for satisfactory final examination in the last year's course of any single branch of music.

The Course of Study

embraces Pianoforte, Organ, Voice Culture, Violin, Theory of Music.

A.—Pianoforte

The most approved modern methods for the systematic development of tone and technic (Mason's "Touch and Technic," Virgil's "Foundation Studies," Phillips' Technical Studies, Joseffy's Technical Studies, etc.,) are employed in the study of the pianoforte, supplemented by classical and modern compositions and Etudes according to the needs of the student.

The more advanced pupils will be given opportunity to join classes for the purpose of reading, at sight, arrangements of classical compositions for two pianos.

B.—Organ

Students of this instrument must have good attainments in piano playing, and ought to join the classes of Harmony, Counterpoint, and Musical Form, as these studies are of special importance to organists. All pupils have opportunity for playing in public, either in concerts or during the chapel services.

We have a pipe organ, built by Labaugh & Kemp, New York, of two manuals and two octaves' pedal, with twelve registers and three couplers.

C.—Voice Culture

The method taught is such as to develop and strengthen the voice, the first aim being beauty of tone and proper breath-control—then facility of execution. Exercises and studies by



SNOW SCENE

Concone, Vaccai, Panofka, Marchesi, and others, are used. Songs are given as soon as the pupil has formed some idea of correct tone-production, and she is gradually made familiar with the best Italian, German, French, and English composers.

Pupils of sufficient advancement will have the advantage of training in concerted numbers. Quartets and choruses are drilled by the music director.

A cantata or operetta is given each session by the vocal students.

Sight Singing

Instruction is given in Sight Singing and Chorus Singing twice a week. This class is obligatory upon all vocal pupils, and open, without extra charge, to all pupils of the Music Department.

D.—Violin

The plan of study in this department is designed to create a taste for music of a high order, and to arouse enthusiasm for an instrument which is constantly growing in favor with young ladies.

The plan of work aims at thorough preparation for foreign study, at the same time adapting itself to the needs of students who are not preparing to be artists or teachers.

Ensemble classes are arranged as preparation for orchestral work. All violin pupils join the Hollins String Orchestra, which has always been one of the prominent features at the public recitals and entertainments.

E.—Music Theory

The study of Music Theory comprises General Music Knowledge, History of Music, Harmony, Musical Form, and Analysis. The class in General Music Knowledge is obligatory upon all pupils taking Instrumental Music, until successful examination has been passed.

The study of Theory greatly facilitates a student's understanding and rendition of piano and organ music, and is indispensable for one who wants to make a specialty of music.

Class I. General Music Knowledge and History of Music.

Class II. Introductory Harmony and History of Music.

Class III. Modulation, Analysis, and Musical Form.

Department of Art

MISS STONE.

In this department Drawing and Painting are taught. A knowledge of the principles of drawing is essential to the successful study of any branch of Art; and accuracy of Drawing is to be desired above all things. From the first lessons a few simple principles are taught; these form the basis for all work. By studying from objects, still-life, and nature, the pupil creates pictures and does not simply copy those made by some one else. It is the aim of the course so to train the mind and hand that the pupil becomes able to appreciate the highest and best in Art, and to produce, unaided, pictures which will be elegant and pleasurable ornaments for home.

Class I. Elementary Drawing—Outline drawing from objects; outline drawing, details of human figure from casts; drawing from still-life; Charcoal, Pen and Water-Color.

Class II. Figure Drawing and Painting—Heads from casts, still-life groups from objects, landscapes from an approved model or from nature. History of Art. Historic Ornament. Principles of Design.

Class III. Painting in oil and drawing from the Antique in Charcoal, Figures from the Antique; Still-life Groups; Portrait Heads from life; History of Art and Study of Lives of Eminent Artists; Historic Ornament and Design; Practical Perspective (one lesson a week); Sketch Class once a week.

Pupils will be given test studies, on which will depend their advancement into a higher class.

A Distinction of Proficiency in Drawing will be given to the student whose work admits her to the Art Students' League of New York, to which institution her drawings will be sent for examination. Applicants for a Proficiency in Painting must pass the examination for a Proficiency in Drawing, as well as for that in Painting.

A Diploma of Graduation will be given to the student who

has completed the four years' course and whose work admits her to the *Life Class* of the Art Students' League.

An advanced course will be furnished those students who desire to fit themselves for teaching and for European art study.

An exhibition of the students' work is held at the middle and close of each school year.

The History of Art

I. EGYPTIAN ART: Architecture, Sculpture, and Wall Painting, motives, methods, subjects.

ASIATIC ART: Central and Western Asia, India.

GREEK ART: Architecture, General System, Secular Buildings, Wall and Vase Painting, Sculpture.

ETRUSCAN ART: Origin and Development.

ROMAN ART: Mural, Portrait, Architecture, Monuments of Honor, etc.

MEDIÆVAL ART: Early Christian, Byzantine.

II. GOTHIC ART: English Cathedrals, German, French, Italian, Spanish, Sculpture, Painting.

MODERN ART: Renaissance Period. Architecture and Painting. Florentine School, Flemish, German, Venetian, Dutch, Spanish, English.

Books used for class and reference: History of Art (Lübke); History of Painting (Van Dyke); Roman and Mediæval Art (Goodyear); History of Art (N. D'Anvers); Christ in Art (French); Madonna in Art (Hurl); Saints in Art (Clement).

Class of Design

This class meets daily, and for the nominal fee of ten dollars any pupil of the school may have the privilege of joining.

Its object is to afford instruction in the theory and practice of freehand drawing with study of the History of Art. Primarily the work is intended for the art pupils; but realizing the broadening influence of such a course, we would urge all who can to avail themselves of this opportunity to gain knowledge of the historical development of Art. The course includes very practical work in drawing as well as the theory of design. No previous knowledge or talent is necessary to admit one to the class.

Elocution, Dramatic Art, and Physical Culture

MISS TER WILLIGER.

Elocution

The purpose of this department is to make natural readers by means of the most thorough and comprehensive instruction for the development of effective delivery in all forms of expression. It is intended for a school of training and personal culture, and its object is to develop correct action of the mental and emotional natures, as well as the control of every outward manifestation, and to realize, as far as possible, a well-poised, harmonious individuality, capable of giving artistic expression to thought and feeling.

Much attention is paid to the careful analysis of selected specimens of literature. This embraces the study of the purpose of any composition to be rendered.

The interpretation of literature requires not only imaginative power and emotional energy, but also the ability to direct this energy at will.

COURSE OF INSTRUCTION.

Class I. Vocal Technic: (a) Respiration, (b) location and quality of tone, (c) flexibility of voice, (d) range and strength in delivery, (e) vocal hygienic principles, (f) defects of speech and remedies.—Lectures.

Class II. Vocal Expression: (a) Articulation, (b) emphasis. Pitch, quantity, movement, (c) analysis, (d) emotions, (e) recitations.—Lectures, sight reading from classics and current magazines and papers.

Class III. Dramatic Art: (a) Application of gesture, (b) facial expression, (c) analysis of emotions, poses plastiques, analysis of recitation for action, studies in pantomime.

Study of Selections from Shakespeare, Tennyson, Ruskin, Eliot, the Brownings, and recent writers, embracing studies in fiction, pathos; adventure and dialect.

PHYSICAL CULTURE.

(a) *Movements of body*, (b) limbs and feet, (c) muscular development, (d) health-giving exercise and practice in gymnasium.

Certificates and Diplomas are conferred upon those only who pass satisfactory examination on the theoretical part of the course and give evidence of practical work accomplished.

Special students of Elocution are required to take Physical Culture.

Bookkeeping, Stenography and Typewriting

MISS SCOTT.

The science of accounts is taught by a course of instruction—theoretical and practical—in Bookkeeping by single and double entry.

A thorough course in Typewriting and Stenography is provided, and the student is given practical instruction in writing business letters, reporting addresses, etc.

Sub Collegiate Classes

To those pupils who are not prepared to enter the Freshman classes, the following are offered.

Each class has five recitations a week (45 minutes).

English: Higher Principles of English Grammar, Rhetoric, Composition, and selections from American and British authors.

TEXT-BOOKS: *Principles of Grammar*, Davenport and Emerson Riverside Literature Series.

Latin: This class is mainly employed in mastering the forms and elementary syntax of the language, and reading the easier Latin writers.

TEXT-BOOK: *Foundations of Latin* (Bennett).

Mathematics: The *Arithmetic* Class studies Arithmetic for seven months and Introduction to Algebra for the last two months.

TEXT-BOOK: *Advanced Arithmetic* (Colaw and Duke).

The Algebra Class studies Algebra for the whole session from the beginning of the book.

TEXT-BOOK: *School Algebra* (Colaw and Ellwood).

History: First Term: *History of England*. (Andrews.)

Second Term: *History of the United States*. (Whites.)

A thorough drill is given in the facts in English and American History. Emphasis is laid upon the relations of causes and effects of events, and every effort is made to forcibly show the difference between reading and studying history. Charts and maps are extensively used in this course.

Physical Geography: The Elementary facts of Physical Geography are treated, as far as practicable, in relation to their causes and their consequences upon the development of mankind. Free use is made of the apparatus of the Physical Laboratory, charts, maps, etc., to illustrate the various phenomena studied.

TEXT-BOOK: Davis's *Physical Geography*.

Preparatory Department

MISS MILLER.

The instruction in this department embraces all subjects usually taught in public schools, commencing with the lowest grade of studies: Spelling, Reading, History, Arithmetic, Geography, English Grammar, Penmanship, Composition, etc.

From 9 o'clock a. m. to 3 o'clock p. m. the pupils of this school sit together in a room, properly fitted for the purpose, under the constant supervision of a teacher, two recesses being allowed during this time.

The aim of the teacher in this school is not only to teach the contents of text-books, but also to quicken the perceptive and reasoning powers of the pupils.

TEXT-BOOKS: *Studies in Words* (Gilbert); *Spelling* (Glass); *Graded Classics* (Haliburton and Norvell); *Foundation Lessons in English* (Woodley); *English Grammar* (Hyde); *Webster's Dictionary*; *Frye's Geographies*; *Tarr and McMurray's Geographies*; *Natural Arithmetic* (Winslow); *Arithmetic* (Colaw and Duke); *Plants and Their Children* (Mrs. Dana); *Some Birds and Their Ways* (Webb); *History of Virginia* (Magill); *Fifty Famous Stories*; *Tales of Troy*; *United States* (Pratt).

Examinations

Pupils coming into this school are not subjected to rigid entrance examinations. They are assigned to such classes as their own statement as to previous work accomplished indicates they are prepared to enter. If they propose to take advanced classes they must give to the teacher satisfactory evidence of preparation for same. Examinations occur at the completion of specific portions of the course in each department of study. The first of these are held from the 15th to the 20th of December.

Our examinations have always been conducted on the Honor System. The student is required at the close of the examination to write over her signature that she has not received or given assistance.

The teacher of the class, however, is present in the lecture-room during examination, not for the purpose of espionage; but to keep order and to lessen temptation.

Reports

Daily records of the attendance, deportment, and scholarship of the pupils is kept, from which quarterly reports are made and forwarded to parents or guardians about the first of the following months: December, February, April, and June. The value of each recitation, or exercise, is marked by numbers, one hundred being the maximum. The standing of the

pupil for the quarter is the average of her daily marks. In these reports a general average of the grades attained in all her studies is also made. As a means of exciting to diligence and emulation, these reports are read in the presence of the whole school.

The Golden Report

Reports in which the general average of scholarship is $87\frac{1}{2}$, or more (one hundred being the highest grade), are called "Golden Reports," and by way of distinction are printed in golden type. This honor is attainable by any pupil in the school, whether in the highest or lowest classes. To attain this distinction the pupil's mark in deportment must be one hundred.

Scholastic Honors

A *Diploma* is awarded after satisfactory completion of the prescribed course in each department.

A *Certificate of Proficiency* is given after satisfactory examination upon certain special studies, either not included in the course for a diploma, or upon certain portions of the regular departments.

A *Certificate of Distinction* is given after satisfactory examination in any study in which the student does not receive a certificate of proficiency or a diploma.

The President's Medal for Scholarship

This is awarded to that student, who in the regular Collegiate Department, has maintained the highest stand in daily recitations and examinations.

The candidate must have at least three Senior classes, and must attain a general average of at least 90 per cent.

The Academic Certificate

The Academic Certificate is given to those who have

secured four or more diplomas—one, at least, from each of the following groups:

GROUP I.	English Language.	GROUP IV.	Mathematics.
	English Literature.		Physics.
GROUP II.	History.		Chemistry.
	Moral Science.		Botany.
GROUP III.	Latin.		Astronomy.
	French.		Physiology.
	German.		

The A. B. Degree

On the following page is given a list of studies required for this, the only degree which the school offers. It will be observed that for students prepared to enter the regular Collegiate Department, the course is arranged for completion in four years. Many, however, come prepared to enter as Sophomores, in which case, of course, three years would suffice.

No option whatsoever is allowed in the work of the Sophomore year. Those who enter as Juniors must give satisfactory evidence in some way of having covered these required studies before the degree will be conferred. If any one of them should not be continued as a Junior or Senior study, the student must at least stand the examination on the same at some time during her residence here.

In the Junior and Senior years considerable option is allowed in the choice of studies. It is expressly understood, however, that no study selected as a Junior may be afterward counted as one of those required in the Senior year. Take III English for example. If this, instead of III History, is selected as one of the Junior studies, it can not be counted as a Senior. If, however, III History and III English are both elected by the student, one of them will count in the Senior year.

We most earnestly urge all students to take the regular courses here outlined, even though they may not be able to complete the entire work and secure the degree, as we regard it the most satisfactory arrangement from an educational standpoint.

We shall be glad to confer with any who contemplate taking the degree, and advise them as to their course, taking into consideration their peculiar preparation and needs.

Course of Study Leading to the A. B. Degree

Freshman Year

REQUIRED STUDIES:

I English (4*); I Latin or I Greek (4); I French or I German (5)
I Mathematics (4); I History (4); Composition (1).

Three-quarter hour recitations.

Sophomore Year

REQUIRED STUDIES:

II English (3); II Latin or II Greek (4); II French or II German (4); II Mathematics (3); II History (3); Composition (1).
Elective, I Music Theory.

One hour recitations.

Junior Year

REQUIRED STUDIES:

One study from each of the following groups:

Group 1: III English (3); III History (3).

Group 2: III Latin (3); III Greek (3); III French (3); III German (3).

Group 3: I Moral Science (3).

Group 4: I Chemistry (3); I Physics (3).

Group 5: I Botany (3); I Physiology (3); III Mathematics (3).

Group 6: Composition (1).

Elective: I History of Art (3); II Music Theory (3).

One hour recitations.

Senior Year

REQUIRED STUDIES:

Four of the following:

IV English (3); III English or III History (3) (the one not elected in Junior year); III Latin or III Greek (3) the one not elected in Junior year); III French or III German (3) (the one not elected in Junior year); III Mathematics (3); II Chemistry (3); II Physics (3); Astronomy (3); Political Economy (3); II Moral Science (3); II Physiology (3); II Botany (3); II History of Art or III Music Theory (3).

One hour recitations.

Applicants for the A. B. degree must submit to the Board of Instruction not later than the first day of May, an essay of approved merit, composed by herself, upon some literary or scientific subject.

*Figures in parenthesis indicate number of recitations per week.

Expenses

The charge for boarding pupils for session of nine months, including (1) Instruction in all collegiate studies and class Elocution; (2) furnished room, board, heat, electric light; (3) Physician's attendance and Infirmary attention (except in cases where exclusive services of nurse are required); (4) Laundry (a reasonable number of pieces); (5) use of Library and Reading-Room; (6) attendance at all lectures, recitals, etc. (see Page 13).....\$325.00

Special Studies

Piano.....	\$50.00 to 75.00
Pipe Organ.....	75.00
Violin.....	75.00
Voice Culture.....	75.00
Music Theory (Class II or III).....	25.00
Use of Piano one hour daily.....	10.00
Use of Organ one hour daily.....	15.00
Art (Drawing, Painting, etc.).....	50.00
Design.....	10.00
Elocution (special).....	50.00
Physical Culture.....	10.00
Fencing.....	20.00
Stenography, Typewriting and Book- keeping, each.....	30.00
Any two.....	50.00
All three.....	60.00

Fees

Department Diplomas (each).....	\$ 1.00
Academic Certificate.....	3.00
A. B. Degree.....	5.00
Chemistry.....	10.00

Payments are made in three instalments as follows: One hundred and thirty-five dollars (\$135.00) on entrance, and of the balance one-half on the 15th of December and one-half on the 15th of March. The fact that the charge for the session

is divided into three payments does not mean that the session has three terms. No pupil is received for a shorter time than the whole school year or the remaining portion thereof at the time of entrance.

No deduction is made for absence the first and last months of the session, or for temporary absence during the session, or for withdrawal except in cases of protracted illness of the pupil. If a pupil is withdrawn on account of protracted illness, or is required to leave as a matter of discipline, she is charged for tuition to the end of the current half-session and for board to the date of withdrawal. Under no circumstances is the entrance payment of one hundred and thirty-five dollars refunded.

Special studies are allowed only with the permission of parents or guardians. When begun, however, they may not be discontinued without payment to the end of the current half-session.

To students in Music and Elocution two half-hour lessons are given weekly. For additional lessons in these studies charges are made at regular rates.

The charge for Art includes two hours daily in the studio. For each additional daily hour a charge of \$10.00 is made.

Text-books, stationery, sheet music, and medicine are furnished at regular retail prices. Where such items are not paid for in cash they are charged to the individual and a statement of same is rendered the parent or guardian with the regular school account, December 15th, March 15th, and end of the session.

Pupils furnish towels and napkins for their own use.

A liberal deduction is made to daughters of Ministers of the Gospel.

Transportation

No charge is made for transportation of pupils and their baggage from and to our station at the opening and close of the session. For all other transportation a reasonable charge is made.

Christmas Holiday

This recess will begin Thursday, December 20, at 12 M. The exercises of the school will be resumed on Wednesday, January 2, at 8 A. M. No extra charge is made to those who remain at the Institute during holidays. Parents are urged to conform to these dates in giving permissions to their daughters.

Cottages for Rent

There are two well constructed cottages of eight and ten rooms respectively on the Institute grounds. They are rented from year to year by parties who prefer to be with their daughters while at school. Those who rent them may receive boarders at their own charges, provided such boarders are subject to the regulations of the school. These cottages are well furnished, commodious and comfortable. Both are supplied with water. One is heated by steam and the other by open grates. Apply to the General Manager for terms.

Literary Societies

Of these there are two connected with the Institute, the Euzelian and the Euepian. Their weekly meetings are of great interest and profit to the members. The exercises are varied; reading from standard authors and from the leading magazines of the day are a potent means of improvement, but the center of power and of interest lies in the original work of the members themselves—in essays, in written debates, and in the general discussion of questions, practical and literary. Thus not only training is secured, but no inconsiderable store of information. Best of all, the student, bringing to bear upon the subjects under consideration what she has learned in different lines, discovers for herself something of that unity and harmony of knowledge which so fires the mind to further search. Though the Faculty show their interest by visits and occasional suggestions, yet the control and conduct of the societies lie wholly with the members themselves. This encourages a freedom of thought and a zest for action which is most broadening, and which is counterbalanced by the recognition on the part of the members of the responsibility devolving

upon themselves to do and be only what is worthy of this Institute.

With rare exceptions, those who have attained marked success as students in this school have been members of one or the other of these organizations. Therefore, parents who desire to secure for their daughters breadth of intellectual training, would do well in urging them to avail themselves of this means of growth and culture.

Each society has a commodious hall appropriately furnished.

Publications

Two publications are sent out each session by the pupils of the school, *The Hollins Quarterly*, which appears in December, February, April, and June, and *The Spinster*, which appears about the close of the session. The former is edited and managed entirely by a board of editors elected from the literary society members; the latter by a board elected from the student body. These publications are well conducted and are sources of great pleasure and profit to the students having them in charge, as well as to the school at large.

The Euzelian Scholarship

This scholarship, founded in 1896 by the Euzelian Society, is designed to assist deserving but needy students in the attainment of higher training in English and other branches of a liberal course of instruction. It entitles the incumbent to free tuition in the full collegiate course for the session.

The conditions of incumbency are that the beneficiary shall be a member of the Euzelian Society, or shall become so immediately upon receiving the appointment; that she shall be of such maturity of mind and character, and shall have reached such a stage of advancement in collegiate work, as shall qualify her to enter Senior classes in Hollins Institute; and that English shall be one of the courses elected.

The appointment of this scholarship is to be made at the close of each session for the session following, and by a committee consisting of the President of the Institute, the Professor of English, and the final President of the Euzelian Society.



ATHLETIC GROUNDS

In making the appointment, the committee will be guided, not by scholarship alone, but also by other evidences of peculiar fitness; and more especially by a consideration of the need, on the part of the applicant, of the assistance applied for.

The Euepian Scholarship

This scholarship, founded in 1900 by the Euepian Society, is designed to assist deserving students in securing scholastic training at Hollins Institute. It entitles the incumbent to free tuition in the full collegiate course for one session, or more, if necessary.

The conditions of incumbency are that the beneficiary shall be a member of the Euepian Society, or shall become one immediately upon receiving the appointment; that she shall be of excellent character, and shall be sufficiently mature in mind to qualify her to enter at least Sophomore classes in Hollins Institute; and that English Literature and one language, either ancient or modern, be among the courses elected.

The appointment of this scholarship is to be made at the close of each session for the session following, and by a committee consisting of the President of the Institute, the Professors of Ancient Languages, Modern Languages, and English Literature, and the four final officers of the Euepian Society.

The Young Women's Christian Association

This association has as its object the promotion of the religious interests of the students. Though the privilege of membership is extended to the Faculty, the active work and the direction of the Association are entirely in the hands of the students themselves. A service is held weekly in the Y. W. C. A. rooms, and also a monthly missionary meeting. The Association works in various ways to promote right living, and is a prominent factor for good in the Institute.

Alumnæ Association

This organization meets annually during Commencement. Due notice is given each year by the executive committee as

to the day and hour of meeting. The object of the Association is to foster among the Alumnæ sentiments of affection for their Alma Mater and of regard for each other. All ex-pupils are eligible to membership. The officers are as follows:

President: Mrs. Thos. P. Bagby, West Point, Va.

First Vice-President: Mrs. Helen McLean Agnew, Burkeville, Va.

Second Vice-President: Mrs. J. M. McBryde, Jr., Hollins, Va.

Recording Secretary: Miss Mary Williamson, New Market, Va.

Corresponding Secretary: Miss Thalia Hayward, Hollins, Va.

Treasurer: Miss Hallie Battaile, Boggs, Va.

Executive Committee: Miss Alice B. Dugger, Petersburg, Va.; Mrs. Lucy Fowlkes, Burkeville, Va.; Miss Aileen Ward, Darlington, S. C.; Miss Katherine Tupper, New York; Mrs. J. P. Barbee, Hollins, Va.; Miss Emma M. Thom, Ashton, Md.

Athletics

The Athletic Association, organized by the students, and under the general supervision of the Faculty, takes charge of outdoor sports, such as tennis, basket-ball, etc. The grounds for these sports are conveniently located, and are freely used except in the most inclement weather. The gymnasium is equipped with necessary appliances, and is under the supervision of the teacher of Physical Culture. In addition to these organized sports, the surrounding country, which abounds in beautiful and picturesque scenery, offers many attractive walks. Frequently, during the fall and spring months, large parties visit the Falls, Tinker Mountain, and other places of local interest. These rambles conduce largely to the health and vigor of the students.

The Alumnæ Library and Reading-Room

The Alumnæ Library, originally begun by the Literary Societies, and in 1882 permanently established by the Alumnæ

Association for the school at large, contains about two thousand volumes, selected with special reference to the needs of the various departments. The books are arranged in two large rooms well lighted and well ventilated and provided with tables for the use of students. The pupils have access to the books ten and a half hours each day, and have constantly at hand a Librarian to aid them in their investigations. The library is self-supporting, and is dependent altogether on the fees paid by the students.

The Reading-Room is provided with daily newspapers, as well as literary, religious, and scientific magazines, among which are French, German, and British periodicals.

Special Notice

As many young ladies from the Southern and Southwestern States attend this Institute, the management arranges for a special Pullman car to be run from Houston, Fort Worth, Dallas, or some other junction point in Texas, to Hollins Station, and one of the officers of the institution is deputed to take charge of the young ladies *en route*. Due notice of the movements of this officer will be given through the press or by letter. Young ladies from states along the lines of travel, when application is made in due time, will be informed by letter on what day and at what hour the train will pass junction points, so that they may be able to join the party.

A circular letter will be issued and sent to patrons before the opening of the school.

Agents.—This school has always looked with disfavor upon the agency system of inducing attendance of pupils. We regard the education of girls as too delicate and important a matter to be placed on a commercial basis. We employ no agents. Parents and guardians are invited to communicate directly with the management. When they wish additional information to that given in our publications and correspondence, reference may be had to former patrons. Prominent people in all of the Southern and many Northern and Western States know the character and standards of this Institute.

Recital by the Faculty

OCTOBER 10TH, 1905.

Programme

- ORGAN—Berceuse.....*Guilmant*
 Fanfare.....*Dubois*
 MR. CARL P. HOFFMAN.
- READING—Garden Scene from "Mary Stuart".....*Schiller*
 MISS JESSICA TER WILLIGER
- PIANO—Fantasia No. 3, C Minor.....*Mozart*
 MISS EDITH LACY
- VOCAL SOLOS—The Hidalgo..... }
 The Two Grenadiers.. }*Schumann*
 MR. LOUIS ALBERTI
 (At the Piano—MR. MICHAELIS)
- PIANO—April.....*Tschaikowsky*
 Prelude in C Sharp Minor.....*Rachmaninoff*
 MR. HOFFMAN
- READING—Traver's First Hunt.....*Davis*
 MISS TER WILLIGER
- PIANO—Scherzo, op. 31.....*Chopin*
 Nocturne..... }
 Rhapsodie, No. 13..... }*Liszt*
 MR. WILMAR R. SCHMIDT
- VIOLIN—Fantasia Appassionata.....*Vieuxtemps*
 MR. BRUNO MICHAELIS
 (At the Piano—MR. SCHMIDT)
- READING—Pampina.....*Thomas Bailey Aldrich*
 Explanation..... }
 L'Envoi..... }*Kipling*
 MISS TER WILLIGER
- CAPRICCIO BRILLANT—op. 22.....*Mendelssohn*
 First Piano—MISS CHRISTINE ISEMAN
 Second Piano—MR. MICHAELIS
- VOCAL SOLO—O Divine Redeemer.....*Gounod*
 (Accompaniment of Violin, Organ, and Piano)
 MESSRS. ALBERTI, MICHAELIS, HOFFMAN, AND SCHMIDT

Pupils' Recital

DECEMBER 11TH, 1905

Programme

- The First Meeting.....*Grieg*
 Selections from "Lohengrin".....*Wagner*
 STRING ORCHESTRA
- PIANO—Murmuring Zephyrs.....*Jensen*
 MISS RUTH ANNA SMITH
- Scene II (Act I) from "The Merchant of Venice".....
 Portia—MISS JULIA RICHARDSON
 Nerissa—MISS NINA RICHARDSON
- ORGAN—Jerusalem, the Golden (Variations and Finale).....*Spark*
 MISS MABEL McLAUGHLIN
- PIANO—Liebesträume, No. 3.....*Liszt*
 MISS ANNIE SEAY
- VIOLIN—Romance.....*J. Svendsen*
 MISS EVELYN TALBOTT
- PIANO—Impromptu, op. 142, No. 2.....*Schubert*
 Valse d'amour, op. 57, No. 5.....*Moszkowski*
 MISS TINA FONTAINE
- READING—The Romance of the Rose.....
 MISS JULIETTE DAUGHERTY
- PIANO—Jubel Overture.....*Weber*
 First Piano—MISSSES TRUXIE LACKLAND AND KATE STEINER
 Second Piano—MISSSES MAY BOLTON AND LOUISE KELLEY
- THE SLEEPING BEAUTY—Cantata for Female Voices with
 Accompaniment of Strings and Piano.....*Lahee*
 (Poetry by LORD TENNYSON)
- I. The Sleeping Palace
 MISS LOUISE MURPHY AND CHORUS
- III. The Arrival
 MISSSES FRANCES LIGON AND ELIZABETH WELLS
- V. The Departure (Chorus)
 The Narrator—MISS LOUISE MURPHY
 The Princess—MISS ALICE GARTH
 The Prince—MISS ELIZABETH THATCHER
 At the Piano—MR. W. R. SCHMIDT

Pupils' Recital

APRIL 9TH, 1906

Programme

- PIANO DUO—From Foreign Parts (Italy).....*Moszkowski*
 MISSES MARY AND KATIE STONE
- READING—The White Coul.....*James Lane Allen*
 MISS KATHLEEN BLOUNT
- PIANO—The Chase.....*Rheinberger*
 MISS ANNIE THORNHILL
- SEMI-CHORUS—The Water Lily.....*Abt*
 The Maybell and the Flowers.....*Mendelssohn*
 Solo—MISS ELIZABETH WELLS
- PIANO—Sonata, op. 26; Andante con Variazioni.....*Beethoven*
 MISS SALLIE GRAY SHEPHERD
- Concerto No. 9, for Violin.....*De Beriot*
 MISS EVELYN TALBOTT
- PIANO—Spring Night*Schumann Liszt*
 MISS TRUXIE LACKLAND
- READING—"O Sir" (translated from the French).....
 MISS BESSIE PORTER
- Piano Concerto in A Minor, op. 85.....*Hummel*
 (First Movement) Allegro Moderato
 MISS CLAUDIA WOOD
 At the Second Piano—MR. MICHAELIS
- AT THE CLOISTER GATE—Cantata for Women's Voices and
 Orchestra.....*Grieg*
 Soloists—MISSES FRANCES LIGON AND MADELEINE WICKS
 At the Piano—MISS CHRISTINE ISEMAN
 At the Organ—MISS MABEL McLAUGHLIN

Pupils' Recital

BY MEMBERS OF

MR. MICHAELIS' CLASS.

Monday, May 7th, 1906.

Programme

Gavotte caractéristique.....	<i>Roubier</i>
MISS LOUISE CARPENTER	
Song of the Swallow.....	<i>Bohm</i>
MISS RUTH COGBURN	
Berceuse.....	<i>Bloch</i>
Violin—MISS HELEN CATOGNI	
Scarf Dance.....	<i>Chaminade</i>
MISS MABELLE CALDWELL	
Dance in the Green.....	<i>Bohm</i>
MISS ORA TURNER	
Negro Love-song.....	<i>Coleridge-Taylor</i>
Violin—MISS CARRIE POOL	
Barcarolle.....	<i>Offenbach-Spindler</i>
MISS RUBY R. SMITH	
Whims.....	<i>Schumann</i>
MISS ELIZABETH CURTIS	
Berceuse.....	<i>Grieg</i>
Mazurka.....	<i>Wieniawski</i>
Violin—MISS ELIZABETH THATCHER	
Scherzo and Choral.....	<i>Dubois</i>
MISS LUCY ANNE LOCKE	
Wedding-day at Trolldhaugen.....	<i>Grieg</i>
MISS LOUISE HALL	
Humoreske, op. 101, No. 7.....	<i>Dvořák</i>
Introduction and Gavotte.....	<i>Ries</i>
Violin—MISS EVELYN TALBOTT	
Loreley.....	<i>Seeling</i>
Humoreske, op. 31, No. 3.....	<i>Coleridge-Taylor</i>
MISS CLAUDIA WOOD	
Moment Musical, op. 94, No. 2.....	<i>Schubert</i>
La Castagnette.....	<i>Ketten</i>
MISS JUSTINA FONTAINE	

Piano Recital

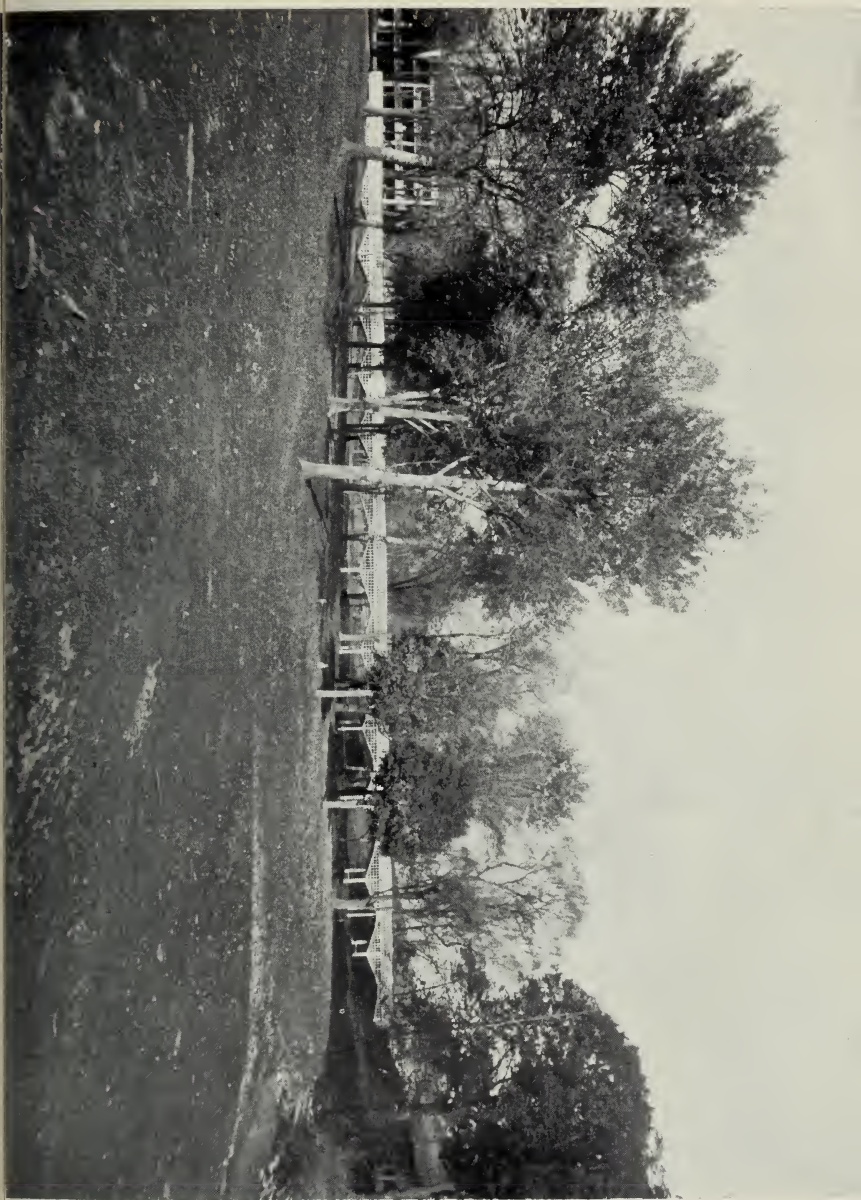
GIVEN BY

PUPILS OF MR. W. R. SCHMIDT.

Monday, May 14th, 1906

Programme

1. MELODIE, OP. 327 *C. Bohm*
Miss Emma Fowlkes
2. POLONAISE, OP. 18 *Uso Seifert*
Miss Rose Hayward
3. Rondo Matinée *Dussek*
Miss Margaret Helms
4. CONCERT POLONAISE, E OP. 153 *C. Bohm*
Miss Anne Burgin
5. MENUET, OP. 14 *I. Paderewski*
Miss Martha Cantey
6. EURYANTHE, Overture for two Pianos, 8 hands . . .
. *C. M. v. Weber*
I PIANO—Miss Mary Montgomery
Miss Louise Higginbotham
II PIANO—Miss Helen Johnston
Miss Mary Jones
7. POLONAISE, OP. 40, NO. 1 *Chopin*
Miss Irene Bowles
8. SONATE, OP. 2, NO. 1 *L. v. Beethoven*
Allegro, Prestissimo
Miss Helen Johnston
9. KAMENOI OSTROW No. 22 *A. Rubinstein*
Arranged for Organ and Piano
Miss May Bolton at the Piano
W. R. Schmidt at the Organ
10. GAVOTTE *Dreischock*
Miss Ellen Linn Molton
11. FANTASIE, C MINOR *A. Mozart*
Miss Louise Kelley
12. RHAPSODIE XIII FINALE *Fr. Liszt*
Miss Truxie Lackland
13. VALSE, from Suite for two Pianos *A. Arensky*
Miss Kate Steiner
Mr. W. R. Schmidt at the Second Piano
14. BALLADE, G Minor, OP. 23 *Chopin*
Miss Kate Steiner



Recital

BY MEMBERS OF

MR. CARL HOFFMAN'S CLASS.

May 21st, 1906

Programme

- LULLABY *Ward*
MISS SUSIE ANDERSON
- MENUET FAVORI—"Mozart" *Bendel*
MISS LEONA COHRON
- GRAND VALSE—"Wandering Jew" *Burgmuller*
MISS ANNA VAN SAUN
- ANDANTE IN G, (organ) *Batiste*
MISS ANNE SEAY
- IMPROMPTU IN Eb, OP. 90, NO. 2 *Schubert*
MISS JANE WINGFIELD
- GONDOLIERA "Venezia e Napoli" No. 1 *Liszt*
MISS LESLIE BOOTH
- IMPROMPTU IN Ab, OP. 29 *Chopin*
MISS NETTIE BAIRD
- VALSE CHROMATIQUE *Godard*
MISS ANNIE POWELL
- INTRODUCTION AND GAVOTTE, for two Pianos *von Wilm*
MISSSES BOOTH AND BAIRD
- SOARING, OP. 12, NO. 2 *Schumann*
- VALSE, OP. 42 *Chopin*
MISS SALLIE GRAY SHEPHERD
- SPINNING SONG, from "The Flying Dutchman" *Wagner-Liszt*
MISS ANNE DAVIS SEAY

Piano Recital

GIVEN BY

PUPILS OF MISS ISEMAN AND MISS LACY.

Saturday, May 26th, 1906

Programme

1. QUARTETTE, March of the Dwarfs *Arno Kleffel*
 I PIANO—Miss Mary Wilbur, Miss Cecil Witten
 II PIANO—Miss Lucy Anderson, Miss Mabel Cogbill
2. SERENADE *Jensen*
 MAZURKA *Godard*
 Miss Nina Cole
3. MAZURKA *Moszkowski*
 Miss Jeanne Wheeler
4. MINUET *Paderewski*
 Miss Ruby Dickinson
5. TO SPRING *Grieg*
 Miss Edith McFall
6. QUARTETTE, Overture to Marriage of Figaro *Mozart*
 I PIANO—Miss Mayme Jennings, Miss Helen Henritze
 II PIANO—Miss Josephine Pease, Miss Margaret Rucker
7. KAMENOI OSTROW, No. 22 *Rubinstein*
 Miss Grace Shipp
8. THE FLATTERER *Chaminade*
 Miss Grace West
9. SONATA, E Minor *Haydn*
 Miss Cornelia Ellis
10. DUET, FROM FOREIGN PARTS, (Hungary) *Moszkowski*
 Misses Katie and Mary Stone
11. FRÜHLINGSRAUSCHEN *Sinding*
 Miss Annie Thornhill
12. CONCERTO, G Minor *Mendelssohn*
 Andante—Presto
 Miss Blanche Cleaveland
 Miss Iseman at the Second Piano

Recital

Miss Mabel H. McLaughlin (Organ)

(Pupil of Prof. Carl Hoffman)

Miss Marietta Walkup (Piano)

(Pupil of Prof. W. R. Schmidt.)

May 28th, 1906.

Programme

ORGAN—Fantasy and Fugue in G Minor *Bach*

PIANO—Prelude and Fugue in D *Bach*

Rondo, op. 51, No. 2 *Beethoven*

ORGAN—Morning (from "Peer Gynt" Suite) *Grieg*

Gavotte from "Mignon" *Thomas*

Andantino in D flat *Lemare*

Offertory—Quick March *Wely*

DUO FOR PIANO AND ORGAN

Kamenoi Ostrow, No. 22 *Rubinstein*

PIANO—March Mignon *Poldini*

Spinning Song *Bendel*

ORGAN—Bridal Procession from "Lohengrin" *Wagner*

Finale from Symphony in D *Widor*

PIANO—Concerto, op. 16 (First Movement, . . .

Allegro Molto) *Grieg*

Orchestral part on Second Piano

Mr. W. R. Schmidt

“King René’s Daughter”

By HENRIK HERTZ

PRESENTED BY

THE CLASS IN ELOCUTION

Saturday, June 2d, 1906.

Dramatis Personae:

King René, of Provence	E. McLaughlin
Iolanthe, his daughter	Lily Montgomery West
Count Tristan, of Vaudemont	J. Daugherty
Sir Geoffrey, of Orange	H. Barksdale
Sir Almerik	K. Blount
Ebn Jahia, a Moorish Physician	L. Murphy
Bertrand	M. Wicks
Martha, his wife	Julia Richardson

The scene lies in Provence, in a valley of Vaucluse, and lasts from midday to sunset. Time—The middle of the XV. Century.

Director of Play:

J. F. TER WILLIGER

Commencement Concert

Tuesday, June 5th, 1906.

Programme

- Sonata for Piano, op. 2, No. 2 *Beethoven*
MISS RUBY DICKINSON
- Violin—Berceuse from "Jocelyn" *Godard*
MISS ELIZABETH THATCHER
- Piano—Volkswaise *Grieg*
In Olden Times *Wolff*
MISS MAYME JENNINGS
- "The Sleeping Beauty," Cantata for Soli, Chorus and Strings
(Poetry by Lord Tennyson) *Lahee*
Introduction—ORCHESTRA
- I. The Sleeping Palace
MISS LOUISE MURPHY AND CHORUS
- II. The Sleeping Beauty—Soli and Semi-Chorus
Alto Solo—MISS CHRISTINE ISEMAN
Soprano Solo—MISS PAULINE PURCELL
- Concertstück in G minor for Piano *Reinecke*
MISS ANNE D. SEAY
(At the Second Piano—Dr. Hoffman)
- Sonata, op. 8, for Piano and Violin *Grieg*
(Second and Third Movements)
MISSES TINA FONTAINE AND EVLYN TALBOTT
- Piano—Mignon Polonaise *Thomas-Schytte*
MISS CLAUDIA WOOD
- "The Sleeping Beauty" (Continued)
- III. The Arrival—Duet
MISSES FRANCES LIGON AND LOUISE WOODWARD
- IV. The Revival—Solo and Chorus
Solo—MR. ALBERTI
- V. The Departure—Soli and Chorus
The Narrator—MISS MURPHY
The Princess—MISS LIGON
The Prince—MISS WOODWARD

Commencement Day

Wednesday, June 6th, 1906

10:00 A. M.

Programme

PROCESSIONAL Quick March *Wely*

MISS MABEL McLAUGHLIN

HYMN "Come Thou Almighty King" *C. Wesley*

Prayer

Delibery of Diplomas in Departments

PIANO SOLO Mignon March *Poldini*

MISS MARIETTA WALKUP (Graduate)

Address to the School

DR. E. Y. MULLINS, LOUISVILLE, KY.

SONATA FOR PIANO AND VIOLIN (1st Movement) *Grieg*

MISSSES TINA FONTAINE AND EVELYN TALBOTT

Delibery of Scholarship Medal

Conferring the Academic Certificate

Conferring the A. B. Degree

PROF. WM. H. PLEASANTS, DEAN OF THE FACULTY

CHORUS "Trust in the Lord" *Handel*

CHORUS AND STRINGS

Certificates of Proficiency.

Conferred June 6, 1906.

Psychology and Ethics.

MARY ANDERSON.....	Virginia
ANNIE DARLINGTON.....	District of Columbia
NANNIE DAVIS.....	Virginia
MINNIE BELLE GRANT.....	Tennessee
FRANCES LIGON.....	South Carolina
LUCY PURYEAR.....	Virginia
LILY WEST.....	Virginia

Psychology.

ANNIS CLARK.....	Virginia
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Drawing.

ELLIE MILLS.....	Texas
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Water Color Painting.

MILDRED WOOLFORD.....	Maryland
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China Painting.

JULIETTE DAUGHERTY.....	Texas
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Graduates in Departments.

English Language.

MARY ANDERSON.....	Virginia
LALLIE LEE CARPENTER.....	Virginia
MARY STUART COCKE.....	Virginia
JOSEPHINE HADEN.....	Virginia
FRANCES LIGON.....	South Carolina
MAY McLAUGHLIN.....	Virginia
ELISE MILES.....	Virginia
ROSE SATTERFIELD.....	Virginia
SUSIE WILSON.....	Virginia

English Literature.

MARY ANDERSON.....	Virginia
LAURA ARMITAGE.....	Virginia
NETTIE BAIRD.....	West Virginia
HELEN BARKSDALE.....	Virginia
LOUISE CLARK.....	Virginia
ANNIE DARLINGTON.....	District of Columbia
MILDRED FRANCIS.....	Virginia
MINNIE BELLE GRANT.....	Tennessee
LOUISE HALL.....	Tennessee
PEARL HUDSON.....	Virginia
CATHERINE PAGE JONES.....	Kentucky
MARY LU KEARFOTT.....	Virginia
ELIZABETH KYLE.....	Georgia
FLORENCE LOCKHART.....	Kentucky
NELLIE MORRIS.....	Virginia
LAURA NOTTINGHAM.....	Virginia
MARY PAXTON.....	Missouri
ANNIE POWELL.....	Virginia
PAULINE PURCELL.....	Kentucky
LUCY PURYEAR.....	Virginia
SELENE RADFORD.....	Virginia
COURTNEY ROUNTREE.....	Virginia
ANNE SEAY.....	Virginia
FRANCES STEINER.....	Texas
KATE STEINER.....	Alabama
EVELYN TALBOTT.....	West Virginia
ETHEL THOMAS.....	Kentucky
LILY WEST.....	Virginia
MARIETTA WALKUP.....	Virginia



CARVANS CREEK NEAR THE SPRINGS

Latin.

MARY BARKSDALE.....	Virginia
CATHARINE BRYAN.....	China
ROY DENMAN.....	Texas
LOUISE HALL.....	Tennessee
ANNIE POWELL	Virginia

French.

ANNA CAMPBELL.....	Virginia
MAY COLLINS.....	Alabama
ROY DENMAN.....	Texas
FLOSSIE DENMAN.....	Texas
JULIA GRESHAM.....	South Carolina
NELLIE MORRIS.....	Virginia
LAURA NOTTINGHAM.....	Virginia
MARY PAXTON.....	Missouri
SELENE RADFORD.....	Virginia
ANNE SEAY	Virginia
KATE STEINER.....	Alabama
EVELYN TALBOTT.....	West Virginia
LULU VIRDEN.....	Alabama

German.

JOSEPHINE HADEN.....	Virginia
PEARL HUDSON.....	Virginia

Mathematica.

LOUISE HALL.....	Tennessee
ROSE SATTERFIELD.....	Virginia

Physics.

SUSIE WILSON.....	Virginia
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Chemistry.

MARY PAXTON.....	Missouri
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History.

MARY ANDERSON	Virginia
NETTIE BAIRD.....	West Virginia
HELEN BARKSDALE.....	Virginia

ANNA CAMPBELL.....	Virginia
MARY STUART COCKE.....	Virginia
NANNIE DAVIS.....	Virginia
MINNIE BELLE GRANT.....	Tennessee
JOSEPHINE HADEN.....	Virginia
FLORENCE LOCKHART.....	Kentucky
ROSE SATTERFIELD.....	Virginia
LULU VIRDEN.....	Alabama

Moral Science.

LALLIE LEE CARPENTER.....	Virginia
MARY STUART COCKE.....	Virginia
FLOSSIE DENMAN.....	Texas
MAY McLAUGHLIN.....	Virginia
ELISE MILES.....	Virginia
EVELYN TALBOTT.....	West Virginia
SUSIE WILSON.....	Virginia

English Bible.

MARY JONES.....	Virginia
MARY LU KEARFOTT.....	Virginia

Physiology.

MARY ANDERSON.....	Virginia
ANNA CAMPBELL.....	Virginia
MARY STUART COCKE.....	Virginia
LOUISE HALL.....	Tennessee
FANNIE HILLIER.....	New Jersey
FRANCES LIGON.....	South Carolina
MAY McLAUGHLIN.....	Virginia
ELISE MILES.....	Virginia
ETHEL NORTON.....	Alabama
PAULINE PURCELL.....	Kentucky
SELENE RADFORD.....	Virginia
COURTNEY ROUNTREE.....	Virginia
ROSE SATTERFIELD.....	Virginia
KATE STEINER.....	Alabama
LULU VIRDEN.....	Alabama
HARRIET WOODROOF.....	Alabama

Piano.

MARIETTA WALKUP.....	Virginia
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Organ.

MABEL McLAUGHLIN.....Virginia

Elocution.

KATHLEEN BLOUNT.....Alabama

LILY M. WEST.....Virginia

The Academic Certificate.

JOSEPHINE HADEN.....Virginia
English Literature, Latin, German, English Language,
History.

ELISE F. MILES.....Virginia
English Literature, English Language, Moral Science,
Physiology.

COURTNEY ROUNTREE.....Virginia
English Literature, History, German, Physiology.

EVELYN TALBOTT.....West Virginia
English Literature, French, Moral Science, Physiology.

LULU VIRDEN.....Alabama
English Literature, French, History, Physiology.

Bachelor of Arts Degree.

MARY GOOCH ANDERSONVirginia

LALLIE LEE CARPENTER.....Virginia

MARY STUART COCKE.....Virginia

ROY DENMAN.....Texas

FLOSSIE DENMAN.....Texas

FRANCES LIGON.....South Carolina

MAY McLAUGHLIN.....Virginia

ROSE SATTERFIELD.....Virginia

SUSIE MAYBETH WILSON.....Virginia

MARY SUSAN DEW.....Virginia

President's Medal for Scholarship.

MARY GOOCH ANDERSON.....Virginia

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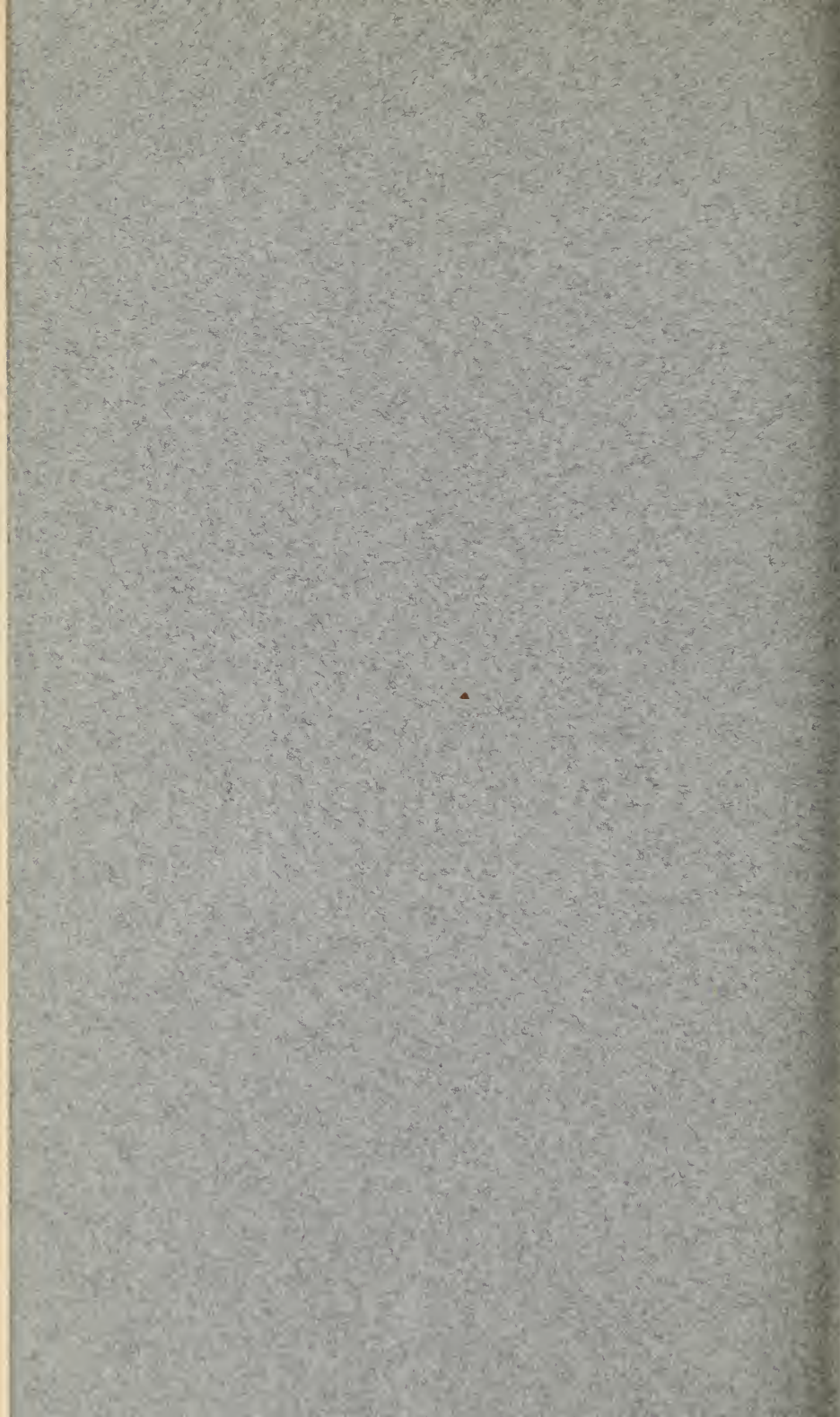


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1906-1907

Hollins Institute

Virginia



SIXTY-FOURTH ANNUAL REGISTER

OF

Hollins Institute

Virginia



SESSION 1906-1907

ANNOUNCEMENTS FOR SESSION 1907-1908

ROANOKE, VIRGINIA
The Stone Printing and Manufacturing Company
1907

Calendar for Session 1907-1908

1907.

SEPTEMBER 18TH, *Wednesday*—Opening Day.

OCTOBER—,—Tinker Day. Holiday.

NOVEMBER 29TH, *Thursday*—Thanksgiving Day. Holiday.

THURSDAY, DECEMBER 19TH, 12 M. TO SATURDAY, JANUARY
4TH, 8 A. M.—Christmas Recess.

1908.

FEBRUARY 21ST—Founder's Day. Holiday.

JUNE 3D—Commencement Day.

To the Patrons of Hollins Institute

The death of Dr. Charles L. Cocke, on the fourth of May, 1901, closed the career of a man who had for a period of fifty-five years consecrated with enthusiastic devotion all of his powers to the higher education of the women of the South. The plans inaugurated in his early manhood contemplated the building up of an institution of sufficient size to be a factor in the educational development of the country—an institution whose literary standards should be such that its certificates would be a guarantee of efficient work actually done, and whose moral and social life should be of such a character as one would expect to come in contact with in a cultured Virginia home. That these ideals have been accomplished is a matter of history, and their existence is a part of the institution.

Dr. Cocke would have considered that much of his life had been in vain, had he not made proper provision for the continuation of the work that had been under his care for so many years. To this end, he designated those who should succeed him in the management of the institution. Indeed, owing to the infirmities of age, the affairs of the institution had for several years before his death been largely delegated by him to the following parties, who now have official charge:

MATTY L. COCKE.....	President
LUCIAN H. COCKE.....	Vice-President
JOSEPH A. TURNER.....	General Manager
M. ESTES COCKE.....	Secretary and Treasurer

Board of Governors

LUCIAN H. COCKE	
WILLIAM H. PLEASANTS	MATTY L. COCKE
A. T. L. KUSIAN	
JOSEPH A. TURNER	M. ESTES COCKE
MRS. C. H. COCKE.	

The above names are familiar to the patrons of the institution, and it is believed that no further assurance is necessary, that the institution will be conducted upon the same lines of conservative progress that have characterized its history for more than half a century.

MATTY L. COCKE,
President.

Historical

This school opened its first session in the spring of 1842, under no distinctive name. It was known as the "School at Botetourt Springs," and was conducted in the interest of both sexes. Subsequently, as it continued to grow in strength and numbers, it was called "The Valley Union Seminary." For ten years it prospered on the original plan, and during that period sent forth many young men who became prominent in business and professional life. It was under the control of a joint stock company. In 1846, Charles L. Cocke was called to take charge, and from that time to the end of his life, in 1901, all his energies and powers were used to conduct and perpetuate an institution which might prove a blessing to the people without distinction of sect or class, and an honor to his native state.

In the year 1851, both departments being filled with pupils, the company determined, from various considerations, the controlling one being inadequacy of accommodations, to suspend the department of males, or transfer it to another locality. The most potent reason for continuing this school for girls exclusively, arose from the fact that there was at that time no chartered institution for girls in all Virginia—city or country—no institution with elaborate and systematic courses of study.

The session 1852-53 opened for girls only, with broad and elevated courses of study. The accommodations were very soon all filled, and since that time the school has continued to prosper. The fact that girls from many parts of Virginia eagerly entered the school and took advanced courses of study, many of them coming from uncultured homes, had a startling effect; for it demonstrated the fact that the people were in advance of their leaders on the question of the higher education for women.

The time had come for the higher education of girls, and

that fact having been made palpable by the unlooked-for success of this institution, numerous Christian schools were soon inaugurated in the state.

This school continuing to overflow with pupils, in 1855 Mr. John Hollins, of Lynchburg, a gentleman of wealth, inspired by his pious wife, Mrs. Anne Hollins, proposed to the company having charge of the property to place the entire enterprise in the hands of a self-perpetuating Board of Trustees. The company acceded to this proposition, and Mr. Hollins placed at their disposal the sum of five thousand dollars for further improvements. Having performed this noble deed of philanthropy, Mr. Hollins returned to his home and was soon stricken with paralysis, from which attack he never recovered. Mrs. Hollins, however, continued to be the fast and liberal friend of the school. She subsequently made several handsome donations, and would doubtless have heavily endowed it at her death but for the fact that her investments were totally swept away by the results of the war.

Until 1870 the school was sustained by Virginia patronage alone. It did not make itself known (and had no occasion to do so) beyond the limits of the state. Since that time it has drawn pupils from a much larger area; from twenty to thirty states are represented each session.

Besides the numerous cultivated characters it has given to society at large, its contributions to the teaching profession have been numerous and most creditable. Its graduates are found in the faculties of many public and Christian schools of various denominations in this and other states. Its representatives also stand on nearly every foreign mission field.

Change of Charter and Organization

At the regular annual meeting of the Trustees, held on June 2, 1900, the Superintendent reported that the session (fifty-seventh) then about to close, was, all things considered, the most prosperous in the history of the school. He urged, as he had repeatedly done for years, the necessity of expansion and advance; that the premises were not adequate to meet the pressure from without, nor for affording the facilities demanded in a first-class school for young ladies in the present conditions and demands of society. The Board, after due deliberation, determined to reorganize the corporate organization under which the school had been conducted from its origin, and by unanimous vote, a full Board being present, passed the following resolution:

"That the President and Secretary of the Board of Trustees of Hollins Institute are hereby authorized and directed to execute and deliver to Charles L. Cocke and the legal representatives of Charles H. Cocke, or to such corporation as they may designate, a deed with apt words of conveyance, and with covenants of general warranty, to, all and singular, the real estate and premises now owned and controlled by this Board, or to which it may be entitled, either in law or equity.

"That the said officers are also further authorized to transfer to the grantee, in the deed above mentioned, the right to use the name of 'Hollins Institute' as the title and name for an institution of learning for the education of young women, and also the good-will of the institution known as 'Hollins Institute,' which has been for many years conducted under the auspices of this Board, as well as all the rights and franchises now held by this Board under the various acts of the General Assembly of Virginia incorporating this institution."

The General Assembly of Virginia, during its session for 1901, granted a new charter to the corporation known as "Hollins Institute," and in pursuance of the foregoing resolutions a deed has been executed granting and conveying to the new corporation the premises, property, and franchises formerly held by the "Trustees of Hollins Institute."

Under this new charter Hollins Institute is empowered to hold funds and property to the amount of three hundred thousand dollars.

Principles Which Govern the School

This school closed its sixty-fourth annual session on the fifth day of June, 1907. During its history it has accomplished a great work. Thousands of young women have gone forth into life bearing its training and impress, and have filled, and many of them still fill, elevated positions in society, and, in many instances, places of high responsibility and influence.

The following general principles have been recognized as of prime importance, and have controlled its management:

I. CULTURE. *All true culture must come from within.*

The heart, the mind, the moral principles, the christian virtues, must have true training under pure and elevated standards in order to develop high culture and character.

II. DAILY LIFE. *The every-day life of a boarding school for young ladies must be kept up to true standards.*

The principles and habits, the ways and manners of girls during the scholastic period, are likely to cling to them through life and determine their positions, their success and their destiny. In all the daily and hourly contacts and associations of school-life, high-toned principles of honor and integrity, pleasant and tasteful manners, neat and appropriate attire, cleanliness of person, pure speech and high aspirations, should be recognized and inculcated.

III. HEALTH. *The physical health and development of girls at school is a matter of supreme importance.*

This school affords ample facilities for the preservation and development of physical health and vigor. In addition to a regular physical culture department, our grounds are beautiful, attractive, and extensive, embracing about thirty acres of land, with hill and dale, springs and brooks, and covered with hundreds of shade trees, all inviting to outdoor

sports and pleasures so necessary to the health of student girls. We enjoy, further, the advantages of springs of sulphur and chalybeate water on the grounds, one in close proximity to the buildings. This water possesses valuable medicinal properties. (See Page 35.) For cases of serious sickness ample and comfortable rooms are provided away from the noise and bustle of the school, and presided over by a superior resident physician and an experienced trained nurse.

IV. *Comfort in accommodations, free social intercourse with each other, with officers and their families, and such persons as are known to be proper parties to admit to the precincts of the school, wholesome and well prepared food in abundance, and amusements such as engage both mind and body—all these combined induce contentment, cheerfulness, and a condition of restful satisfaction.*

A girl whose normal condition is one of unrest, peevishness, dissatisfaction with herself and her surroundings, is not likely to make progress in moral, literary, or æsthetic culture. Every girl should be made to feel that she is in a home pervaded by the most generous and tender sympathies.

V. *An institution having charge of girls and young ladies who come from distant homes, must be pervaded with the conscious recognition of the grave and delicate responsibilities assumed, or it is unfit for a true and high mission.*

This school has always realized its high obligation to the parents and guardians of those committed to its temporary guardianship. It feels that in committing their daughters and wards to its training and guidance, they have imposed a most sacred trust, which it must fulfil at any cost of anxiety and care. The school being really one large family, composed of its teachers, its officers with their children, and the pupils, all on perfect social equality, the moral and social principles which hold sway must not be left to chance or doubtful precedent, but must be founded in truth and right, as determined by intelligent and wise authority.

VI. *Personal contact with the outside world, and especially with strangers, must be carefully guarded, and must be under the supervision and direct control of judicious officers. Parents, at their distant homes, are in no position to pass judgment in such cases.*

The neglect, or total ignoring, of such a provision, has brought ruin to many a school. Under this principle this school has preserved a record untarnished by a single social scandal for sixty-four years—the period of its existence.

VII. *To meet the wants of a large school for girls, great variety of talent and a wide range of scholarship must concentrate in the Faculty.*

Scholarship, however, is by no means the only requisite in a teacher; experience, “aptness to teach,” and personal adapt-
edness in character, habits, and manners, are of equal importance. Great care is taken to provide professors and teachers not only of superior scholarship, but possessed of those gifts and qualities which combine to make a true teacher and an accomplished officer.

VIII. *Patriotism and religion, in their true essence, above party and sect, should be inculcated in every school.*

In this school the pupils are encouraged to appreciate and love their country in all its vast domain, to cherish respect for, and admiration of, its great government, its great institutions, and its great people.

Daily, and especially on Sunday, are they impressed, by precept and example, with religious truths and principles and practice. They enjoy the privilege of hearing able ministers of the gospel of different communions, and they are also taught in Christian truths by special lessons. The Bible is our text-book in religion.

A boarding-school for girls, of all places, is the most inappropriate arena for the discussion of party politics and sectarian tenets and distinctions. We discourage all such discussions.

Officers of Government and Instruction

Session 1906-07

MISS MATTY L. COCKE, President.

LUCIAN H. COCKE, Vice-President.

MISS M. F. PARKINSON, Lady Principal.

JOSEPH A. TURNER, General Manager.

M. ESTES COCKE, Secretary and Treasurer.

WILLIAM H. PLEASANTS, LL. D. (University of Virginia).

*Dean of the Faculty, Professor of Latin, Moral Science,
Botany.*

A. T. L. KUSIAN, LL. D. (Germany).

Professor of French, German, Spanish.

F. A. CUMMINGS, A. M. (Wofford College) M. A. (Columbia University).

Professor of English Language and Literature.

MISS A. C. TERRELL (Hollins),

Professor of History and Political Economy.

M. ESTES COCKE, M. A. (University of Virginia),

Professor of Physics and Chemistry.

CHARLES N. DICKINSON, (University of Virginia),

Professor of Mathematics and Greek.

G. W. DRAKE, M. D. (Vanderbilt University),

Resident Physician, Professor of Physiology.

GEORGE BRAXTON TAYLOR, A. B., D. D.

Resident Chaplain, Professor of the English Bible.

MISS ELIZABETH P. CLEVELAND, A. B. (Hollins),

English, Mathematics.

MISS MARY M. PLEASANTS, A. B. (Hollins),
Latin, History.

MISS THALIA S. HAYWARD,
Botany, French.

MISS MARY WILLIAMSON,
English Composition.

MISS LEONORA COCKE, A. B. (Hollins),
Assistant in Composition.

MISS ROBERTA C. MILLER,
Assistant in English Studies.

MISS MARIAN S. BAYNE,
Librarian and Registrar.

MISS CATHARINE BRYAN.

MISS LUCY PURYEAR,
Assistant Librarians.

MISS W. M. SCOTT (Secretary to President),
Bookkeeping, Stenography, Typewriting.

MISS B. G. DICKINSON,
Secretary to Business Office.

Music

E. BRUNO MICHAELIS (Royal Conservatory, Leipsic),
Acting Director,
Piano, Violin, Chorus.

CARL HOFFMAN, Mus. D. (New York),
Organ, Piano, Harmony, History of Music.

WILMAR R. SCHMIDT (Royal Conservatory, Leipsic),
Piano.

MISS CUTHBERT T. BUCKNER (Pupil of Madame
Orgeni, Dresden),
Voice Culture.

MRS. CARL HOFFMAN (Metropolitan College of Music,
New York),
Voice Culture.

MRS. E. B. MICHAELIS (New England Conservatory),
Piano.

MISS CHRISTINE ISEMAN (New England Conservatory),
Piano, Music Knowledge.

Art and Elocution

MISS LUCIE P. STONE (New York, Paris),
Drawing, Painting, Design, History of Art.

MISS MARY E. BECK (School of Expression),
Expression, Dramatic Art, Gymnastics.

Domestic Department

MRS. CHAS. H. COCKE.

MRS. J. P. BARBEE.

MRS. R. J. CUTHBERTSON.

MISS ELIZABETH KELLAM,
Superintendent of Infirmary.

J. HOWARD BRADLEY,
Steward.

Chaplains

DR. GEORGE BRAXTON TAYLOR.....Baptist

DR. W. C. CAMPBELL.....Presbyterian

REV. H. C. V. CAMPBELL.....Presbyterian

DR. F. V. N. PAINTER.....Lutheran

REV. ARCHER BOOGHEREpiscopal

Occasional services by ministers of other denominations.
Methodist and Baptist churches in the immediate neighborhood.

Non-Resident Lecturers and Artists

The following is the list of lecturers and artists during session 1906-07.

- October 8th—CHAS. W. KENT, Ph. D., Professor of English Literature, University of Virginia.
- October 27th—HENRY N. SNYDER, Litt. D., LL. D., President of Wofford College, Spartanburg, S. C.
- November 10th—SAMUEL CHILES MITCHELL, Ph. D., Professor of History, Richmond College, Va.
- November 24th—C. ALPHONSO SMITH, Ph. D., Professor of English Language, University of North Carolina.
- December 1st—EDGAR O. LOVETT, Ph. D., Professor of Astronomy, Princeton University.
- January 19th—Mr. GEORGE M. EDGAR, Lexington, Kentucky.
- January 26th—William Spencer Currell, Professor of English Literature, Washington and Lee University.
- February 21st—HONORABLE A. J. MONTAGUE, Richmond, Virginia.
- March 9th—WILLIAM LOUIS POTEAT, M. A., President of Wake Forest College, North Carolina.
- March 16th and June 2d—REV. DONALD McLEOD, D. D., Washington, D. C.
- June 3d—PRESIDENT GEORGE H. DENNY, Washington and Lee University.
- June 5th—PRESIDENT EDWIN A. ALDERMAN, University of Virginia.
-

- November 12th—MRS. JULIE RIVE KING, New York City, Concert Pianist.
- January 10th—DR. OTTO NEITZEL, Cologne, Germany, Concert Pianist.
- February 14th—GWILYM MILES, New York City, Concert Singer.
- March 11th—ANTON CASPAR, Washington City, D. C., Violinist.
- May 15th—Ben Greet Company.

Register of Students

Session 1906-'07

ALBRIGHT, ELIZABETH.....	T. R. Albright.....	North Carolina
English, Composition, French, Mathematics, History, Elocution.		
ALDERMAN, MARTHA.....	D. W. Alderman.....	South Carolina
English, Composition, French, Chemistry, History.		
ALDERMAN, MOZELLE.....	D. W. Alderman.....	South Carolina
English, Composition, French, History, Piano, Voice.		
ALLEN, ALICE.....	Henry Clay Allen.....	Indiana
English, Composition, French, Piano, Music, Theory, Botany.		
ANDERSON, NELLIE.....	Judge George K. Anderson..	Virginia
English, Composition, Latin, German, Mathematics, Physiology.		
ANDERSON, SUSIE.....	Judge George K. Anderson..	Virginia
English, Composition, German, Mathematics, Physics.		
ANDERSON, LUCY.....	Miss Mary Anderson.....	Virginia
English, Composition, French, German, History, Piano.		
APPERSON, MARGARET.....	R. D. Apperson.....	Virginia
English, Composition, French, Mathematics, History, Piano, Music, Theory.		
ARMISTEAD, ELIZABETH.....	M. W. Armistead.....	Virginia
English, Composition, Latin, German, Voice.		
ARMITAGE, LAURA.....	W. C. Armitage.....	Virginia
English, Composition, French, Physiology, History.		
ATWATER, NAOMI.....	Jas. W. Atwater.....	Georgia
English, Composition, Latin, French, Piano, Voice.		
ATWOOD, EDITH.....	J. R. Atwood.....	Virginia
English, Composition, French, Piano, Voice.		
ATWOOD, VIRGILIA.....	J. R. Atwood.....	Virginia
English, Composition, French, Piano, Voice.		
BAKER, EVA.....	D. R. Baker.....	West Virginia
English, Composition French, Voice, Elocution, Botany.		
BANKS, GLADYS.....	Mrs. L. E. Banks.....	New York
English, Composition, French, History, Piano, Music Theory.		
BARKSDALE, HELEN.....	Judge Wm. R. Barksdale....	Virginia
English, Composition, Mathematics, Moral Science, Elocution, Stenography, Type-writing.		
BARKSDALE, MARY.....	Judge Wm. R. Barksdale....	Virginia
English, Composition, German, History, Piano, Botany.		
BELL, MARIE.....	J. S. Bell.....	Tennessee
English, Composition, Piano, Voice, Elocution.		
BELL, ADA.....	T. P. Bell.....	Georgia
English, Composition, French, Voice, English Bible.		

- BENNETT, JANIE.....C. H. Bennett.....Virginia
English, Composition, Latin, Mathematics, History, Violin, Music Theory.
- BENNET, LIZZIE TEA.....Mrs. W. B. Bennet.....Georgia
English, Composition, Latin, French, Mathematics, Piano, Music Theory.
- BLACK, LOUISE.....Alexander Black.....Virginia
English, Composition, Mathematics, History, Elocution.
- BOWER, HILL.....Hiram Bower.....Virginia
Preparatory.
- BRADFORD, MILDRED.....Mrs. Wm. A. Bradford.....West Virginia
English, Composition, Art, English Bible.
- BRISCOE, GEORGIE.....Mrs. Nora Briscoe.....Texas
English, Composition, Mathematics, Voice, French.
- BRISCOE, SUSIE.....Mrs. Nora Briscoe.....Texas
English, Composition, French, Mathematics, Piano, Voice.
- BROWN, LUCY.....Mrs. H. C. Lester.....Virginia
English, Composition, Voice, Violin.
- BROWN, VIRGINIA.....L. E. Brown.....Alabama
English, Composition, Latin, French, Mathematics, History.
- BRUCE, LA VERNE.....Rev. J. Morgan Bruce.....Kentucky
English, Composition, Violin, Music Theory, French, Bible.
- BRYAN, CATHARINE.....Rev. R. T. Bryan, D. D.....China *(Shanghai)*
Composition, Physiology, Moral Science, English Bible.
- BRYAN, GRACE.....Hon. Wm. Jennings Bryan.....Nebraska
English, Composition, Latin, Mathematics, History, Piano.
- BURDETTE, NELL.....J. B. Burdette.....Kentucky
English, Composition, History, English Bible.
- BURGIN, SOPHIE.....Mrs. W. P. Burgin.....Kentucky
English, Composition, French, Piano, Music Theory.
- BURTON, EMILY.....W. O. Burton.....Virginia
English, Composition, French, Physiology, History.
- BURTON, CORNELIA M.....S. Wm. Burton.....New York
English, Composition, Latin, Mathematics, History, Violin, Music Theory.
- BUTTS, OLINE.....T. U. Butts.....Georgia *(Columbus)*
English, Composition, Latin, History, Elocution.
- CAFFERY, ELIZABETH.....Chas. D. Caffery.....Louisiana
English, Composition, French, History.
- CALLAGHAN, EDITH DOUGLAS.....C. R. Callaghan.....Maryland
English, Composition, French, History, Voice.
- CAMP, MAY.....P. D. Camp.....Virginia
English, Composition, German, Chemistry, Physiology, History, Piano.
- CAMP, LETA.....W. N. Camp.....Florida
English, Composition, Latin, Mathematics, History, Piano, Music Theory.
- CAMP, JENNIE PEARL.....B. F. Camp.....Florida
English, Composition, Latin, Mathematics, History, Piano, Music Theory.
- CAMP, MARY PENELOPE.....B. F. Camp.....Florida
English, Composition, Latin, History, Piano, Music Theory.
- CAMPBELL, ANNA.....Prof. Theo. P. Campbell.....Virginia *(Blacksburg)*
English, Composition, German, Mathematics, Chemistry, Moral Science.

- CARNEAL, MARY.....Mrs. A. C. Carneal.....Virginia
English, Composition, Latin, Physiology, History.
- CARNEAL, NELL.....J. D. Carneal.....Virginia
English, Composition, Latin, Mathematics, History, Piano, Music Theory.
- CARNEY, IONE.....W. B. Carney.....Virginia
English, Composition, Physiology, History, Art, Botany.
- CARPENTER, LOUISE.....J. C. Carpenter.....Virginia
English, Composition, Latin, Mathematics, Physiology, Piano.
- CARTER, LOUISE.....Walter H. Carter.....Virginia
English, Composition, History, Piano, Music Theory.
- Wm. W. Water* CATOGNI, ELLEN.....Louis Catogni.....Virginia *Rowan*
English, Composition, French, Violin.
- CHEWNING, MARGARET.....A. J. Chewning.....Virginia
English, Composition, Latin, French, Physiology, History.
- CLARK, CHARLOTTE.....Withers P. Clark.....Virginia
English, Composition, French, History.
- CLARKE, LOUISE.....Arthur B. Clarke.....Virginia
Composition, French, Physiology, Moral Science, History, Piano.
- CLIFTON, JUANITA.....C. H. Clifton.....Mississippi
English, Composition, Latin, History, Piano, Music Theory.
- King Frank* COCKE, JEANIE.....Lucian H. Cocke.....Virginia *Rowan*
English, Composition, Latin, History, Piano, Music Theory, Art.
- COCKE, MARGARET.....Mrs. Chas. H. Cocke.....Virginia *# selling*
Preparatory, Piano, Elocution.
- COGBURN, RUTH.....W. B. Cogburn.....South Carolina
English, Composition, Piano, Music Theory.
- COLLINS, GENEVIEVE.....Creed Collins.....West Virginia
English, Composition, French, History, Piano, Voice.
- COLLINS, MAY.....J. D. Collins.....Alabama
English, Composition, Moral Science, History, Botany.
- COSBY, MAE BELLE.....W. M. Cosby.....Alabama
English, Composition, Latin, Mathematics, History, Violin, Music Theory.
- CROSSLAND, GERTRUDE.....H. A. Crossland.....Indiana
English, Composition, German, Physiology, Elocution, Botany.
- Wm. Daniel* CRUMP, LORA.....*70* J. D. Crump.....*Rowan* Virginia *The Chas. file*
English, Composition, Latin, Physiology, Moral Science, Piano.
- 70* CRUPPER, CLARINDA.....Jno. L. Crupper.....Virginia
English, Composition, French, Physiology, History.
- CUMMINGS, GLADYS.....Mrs. Elizabeth Cummings North Carolina
English, Composition, French, Piano, Music Theory, Art.
- CURTIS, BLANCHE ELIZABETH.....J. M. Curtis.....Virginia
English, Composition, History, Piano, Organ, Music Theory, Music History.
- DARLINGTON, ANNIE C.....J. J. Darlington.....District of Columbia
English, Composition, French, Physics, Physiology, Moral Science, History.
- DARLINGTON, ELIZABETH M.....J. J. Darlington.....District of Columbia
English, Composition, Latin, Mathematics, History, Voice, Organ.
- DAVIDSON, DORA LUCRETIA...W. B. Davidson.....Alabama
English, Composition, French, History, Piano, Music Theory.

- DEARBORN, ELIZABETH.....A. R. Dearborn.....Alabama
English, Composition, Piano, Voice.
- DENMAN, CLARE.....Judge Leroy G. Denman.....Texas
English, Composition, Latin, Mathematics, History.
- DICKERSON, ELLEN.....W. B. Dickerson.....Alabama
English, Composition, Latin, French, Mathematics, History.
- DICKINSON, RUBY.....Dr. S. W. Dickinson.....Virginia
English, Composition, Mathematics, Piano, History.
- DOWNES, ELIZABETH.....J. L. Downes.....Maryland
English, Composition, French, German, Mathematics, History.
- DUNTON, BARON.....J. R. Dunton.....Virginia
English, Composition, Latin, French, Mathematics, Piano, Music Theory, Elocution.
- DYER, GLADYS.....Mrs. Jno. L. Dyer.....Texas
English, Composition, Physiology, History.
- EDWARDS, CLEOPATRA.....Wm. F. Edwards.....Indiana
English, Composition, French, History, Piano, Music Theory, Voice.
- ELLIS, CORNELIA.....Wm. M. Ellis.....Virginia
English, Composition, Latin, Mathematics, History, Piano, Music Theory.
- FELTON, MYRTIE.....A. C. Felton.....Georgia
English, Composition, Art, Elocution.
- FICKLIN, EMILY.....Mrs. Emma Ficklin.....Missouri
English, Composition, French, History, Elocution.
- FIELD, MARCIA.....E. B. Field.....Missouri
English, Composition, French, English Bible, Art.
- FLANARY, RUTH.....C. F. Flanary.....Virginia
English, Composition, French, Physiology, Voice.
- FLOYD, MYRTLE.....Chas. E. Floyd.....Virginia
Preparatory.
- FLOYD, CHARLIE.....Chas. E. Floyd.....Virginia
Preparatory.
- FONTAINE, TINA.....Mrs. E. L. Williamson.....Virginia
English, Composition, Piano, Voice, Music Theory, Music History.
- FORBES, CLARA ELLEN.....A. G. Forbes.....Alabama
English, Composition, French, Physics, Physiology, History.
- FOWLKES, EMMA B.....J. W. Fowlkes.....Virginia
English, Composition, French, Piano, English Bible.
- FOWLKES, THEO.....Jas. F. Fowlkes.....Tennessee
English, Composition, Latin, Mathematics, History, Elocution.
- FRANK, MARGUERITE.....R. B. Frank.....Tennessee
English, Composition, French, History, Piano.
- GERWIG, LOUISE ANNA.....N. J. H. Gerwig.....Pennsylvania
English, Composition, Latin, German, Piano, Elocution.
- GIDDINGS, LEONE.....C. H. Giddings.....Illinois
English, Composition, French, Mathematics, Chemistry.
- GILCHRIST, VIRGINIA.....Geo. R. E. Gilchrist...West Virginia
English, Composition, French, Piano, Music Theory, Elocution.
- GRESHAM, JULIA.....Rev. G. T. Gresham..South Carolina
English, Composition, Mathematics, Moral Science, History.

- GRIGGS, MARY M.....A. G. Griggs.....Alabama
English, Composition, Latin, French, Mathematics, Piano, Music Theory, Music History.
- GRIGSBY, MABEL.....R. H. Sorrell....District of Columbia
English, Composition, Latin, French, Mathematics, Piano, Music Theory,
- HALEY, MAE C.....W. A. Haley.....Virginia
English, Composition, Latin, French, Physiology, History, Art.
- HALL, LOUISE.....R. B. Hall.....Tennessee
English, Composition, German, Physics, Moral Science, History, Piano.
- HARLAN, CONSTANCE.....Z. I. Harlan.....Texas
English, Composition, Latin, Physiology, Moral Science.
- HARLAN, BESSIE.....Z. I. Harlan.....Texas
English, Composition, History, Voice, Art.
- HARMAN, ELSIE.....O. C. Harman.....Virginia
English, Composition, Latin, Mathematics, History, Piano.
- HARRIS, ELOISE.....Mrs. M. P. Harris.....Virginia
English, Composition, Latin, Mathematics, History, Art.
- HARSHBARGER, BONNIE.....Mrs. Sue Harshbarger.....Virginia
Preparatory.
- HARSHBARGER, LENA.....Jacob Harshbarger.....Virginia
Preparatory.
- HARVEY, WILLIE T.....Lewis H. Harvey.....Virginia
English, Composition, Latin, Mathematics, Piano, Music Theory.
- HAYWARD, ROSA P.....C. W. Hayward.....Louisiana
English, Composition, Latin, French, Mathematics, Physiology.
- HAYWARD, MARY SULLY.....C. W. Hayward.....Louisiana
English, Composition, Latin, French, Mathematics, Physiology.
- HENRITZE, HELEN.....T. L. Henritze.....Kentucky
English, Composition, Mathematics, History, Piano, Music Theory.
- HEYER, BELLE.....M. J. Heyer.....North Carolina
English, Composition, French, History, Art.
- HOBBIE, CORBIN.....J. H. Hobbie.....Virginia
English, Composition, Latin, French, History.
- HOBSON, ROSEBUD.....Mrs. Jetta Hobson.....Kentucky
English, Composition, Physiology, History.
- HOHENSTATT, EDNA.....George Hampton.....New Jersey
English, Composition, German, History, Piano, Music Theory.
- HOLDINE, MARION.....A. L. Marshall.....Virginia
English, Composition, Mathematics, History, Piano.
- HOLLAND, BESSIE.....Edward E. Holland.....Virginia
English, Composition, Latin, Mathematics, Piano, Music Theory.
- HOLMAN, NATALIE WAITE....Mrs. Geo. W. Holman.....Virginia
English, Composition, Latin, Mathematics, Elocution, French.
- HORSLEY, PERKINS.....Judge J. D. Horsley.....Virginia
English, Composition, Mathematics, History, Elocution.
- HOUSTON, WILLIE ANNIE....Mrs. Dunn Houston.....Texas
English, Composition, Mathematics, History, Piano, Music Theory.
- HUDSON, PEARL.....Hubert Hudson.....Virginia
English, Composition, Mathematics, Chemistry, Moral Science, Botany.

- HUNTER, PHOEBE U. Chas. F. Hunter. Pennsylvania
English, Composition, Latin, German, Art, Elocution.
- JENKINS, LUCY GLADYS. O. C. Jenkins. West Virginia
English, Composition, Latin, Mathematics, Piano, Music Theory.
- JENKINS, MARY VIRGINIA. O. C. Jenkins. West Virginia
English, Composition, Latin, Mathematics, History, Piano, Music Theory.
- JENNINGS, MAYME. C. T. Jennings. Virginia
English, Composition, Latin, Mathematics, History, Piano.
- JOHNSON, BLANCHIE VIRGINIA. B. E. Johnson. Missouri
English, Composition, French, History, Elocution.
- JOHNSON, CARY. Jack. W. Johnson. Alabama
English, Composition, French, History, Art, Elocution.
- JOHNSTON, JUANITA. Douglas Johnston. Indian Territory
English, Composition, French, Mathematics, Piano, Music Theory, Art.
- JOHNSTONE, GERTRUDE. F. F. Johnstone. Alabama
English, Composition, French, Mathematics, History.
- JONES, ANNA. Mrs. A. H. Jones. Texas
English, Composition, Spanish, Piano, Elocution, Art.
- JONES, CARRIE. Mrs. A. H. Jones. Texas
English, Composition, Mathematics, History, Voice.
- KENDRICK, INEZ. W. E. Kendrick. Virginia
English, Composition, French, Mathematics, Piano, Music Theory, Art.
- KENDRICK, MARGARET. W. E. Kendrick. Virginia
English, Composition, German, Mathematics, Piano, Music Theory.
- KENLY, HELEN B. A. C. Kenly. North Carolina
English, Composition, French, History, Art.
- KENLY, LILIAN M. A. C. Kenly. North Carolina
English, Composition, French, Physiology, History, Piano, Music Theory.
- KENNEDY, HELEN B. G. E. Kennedy. Virginia
English, Composition, French, Piano, Voice.
- KERSEY, ELLEN. C. E. Kersey. North Carolina
English, Composition, French, History, Violin, Music Theory.
- KING, JESSIE. D. F. King. North Carolina
English, Composition, Latin, French, Elocution.
- LACKLAND, TERRY TRUX. J. T. Lackland. Alabama
English, Composition, Latin, French, Mathematics, Piano, Music History, Bible.
- LAWSHE, MARIE. A. L. Lawshe. Indiana
English, Composition, French, History, Piano, Music Theory.
- LAWSON, JANIE. J. J. Lawson. Virginia
English, Composition, Latin, Physiology, Art, Elocution.
- LAWTON, PAULINE. J. J. Lawton. South Carolina
English, Composition, French, Latin, Mathematics, Piano, Music Theory.
- LAYNE, GENEVA NORA. H. L. Layne. Virginia
Preparatory.
- LAYNE, LENA. H. L. Layne. Virginia
Preparatory, Art.
- LAYNE, HARRY. H. L. Layne. Virginia
Preparatory.

- LAZARUS, MAY ELSIE.....L. Lazarus.....Virginia
English, Composition, German, History, Piano, Music Theory.
- LEFTWICH, ANNE.....S. M. Leftwich.....Texas
English, Composition, History, Mathematics, Piano, Music Theory.
- LOCKETT, EDWINA.....E. L. Lockett.....North Carolina
English, Composition, Latin, French, Mathematics, Piano, Music Theory.
- LOCKHART, FLORENCE.....Mrs. E. F. Clay.....Kentucky
Composition, French, Physiology, Art.
- LOCKWOOD, MARGARETTE.....O. L. Lockwood.....Tennessee
English, Composition, Latin, French, History.
- LONGAN, FRANCES TERRELL...Judge Geo. L. Longan.....Missouri
English, Composition, Latin, French, Piano, Music Theory.
- LUCK, LOULA.....Rev. J. M. Luck.....Virginia
English, Composition, Latin, History, Elocution.
- LYLES, MAYSIE S.....Wm. H. Lyles.....South Carolina
English, Composition, Latin, French, Art.
- LYNCH, ANNA HOWELL.....Mrs. M. E. Lynch.District of Columbia
English, Composition, French, German, Bookkeeping, Typewriting.
- MACDONALD, LILA.....Mrs. Geo. D. Jones.....Ohio
English, Composition, Moral Science, History.
- MCENTIRE, MABEL.....W. W. McEntire.....Missouri
English, Composition, French, English Bible, Art.
- McFALL, MARY EDITH.....Mrs. Lillie D. McFall...South Carolina
English, Composition, Mathematics, History.
- McLAUGHLIN, EDITH.....S. McLaughlin.....Virginia
English, Composition, French, Physiology, Moral Science, Voice.
- McLAUGHLIN, BURTON.....S. McLaughlin.....Virginia
Preparatory.
- MAJOR, BESSIE.....J. J. Major.....South Carolina
English, Composition, Latin, French, Mathematics, History, Elocution.
- MARTIN, ALLYNE.....Judge Thomas Martin..South Carolina
English, Composition, Mathematics, Piano.
- MATHEWS, KATHLEEN.....W. L. Mathews.....Virginia
English, Composition, Latin, French, Mathematics.
- MAXFIELD, EULA.....Mrs. W. E. Maxfield.....Arkansas
English, Composition, Latin, French, Greek, Piano, Music Theory.
- MAYER, MARGUERITE.....Max B. Mayer.....Texas
English, Composition, German, Art, Voice.
- MAYNARD, NETTIE.....W. E. Maynard.....Texas
English, Composition, French, Piano, Voice.
- MILES, MARY.....Mrs. Geo. W. Miles.....Virginia
English, Composition, Latin, French, Physiology, Piano.
- MILLER, ROSALIE D.....Thos. W. Miller.....Virginia
English, Composition, Latin, Piano, Voice.
- MILLS, ELLIE.....Mrs. Ella W. Mills.....Texas
English, Composition, History, Art.
- MITCHELL, GRACE.....J. M. Mitchell.....Illinois
English, Composition, Piano, Music Theory, Elocution.

- MOCKBEE, KATHRYN.....C. M. Mockbee.....Ohio
English, Composition, French, Piano, Voice.
- MOIR, MARION.....V. P. Moir.....North Carolina
English, Composition, Latin, French, Mathematics, Piano, Music Theory.
- MOLTON, ELLEN LINN.....T. H. Molton.....Alabama
English, Composition, French, Piano.
- MONTAGUE, GAY.....Hon. A. J. Montague.....Virginia
English, Composition, Latin, French, Mathematics.
- MOORE, HALLIE.....Harry Beard.....West Virginia
English, Composition, Latin, French, Mathematics, Physiology.
- MOORE, HELEN ROSS.....Wm. M. Moore.....Mississippi
English, Composition, Latin, Mathematics, English Bible.
- MOORE, LOUIE.....Mrs. Agnes Moore.....West Virginia
English, Composition, French, Piano, Voice, Art.
- MORGAN, ELIZABETH.....Wm. N. Morgan.....Virginia
English, Composition, Mathematics, History, English Bible.
- MURPHY, LOUISE B.....Jno. P. Murphy.....Texas
English, Composition, Spanish, Chemistry, Voice, Botany.
- MUXEN, SARA.....A. Muxen.....Tennessee
English, Composition, Latin, Mathematics.
- MYERS, MARGARET LEE.....D. W. Myers.....Virginia
English, Composition, Latin, History, Art.
- NIEMEYER, JESSIE C.....A. E. Niemeyer.....Tennessee
English, Composition, Latin, Mathematics, History, Piano.
- NICHOLS, ANNIE LOUISE.....R. L. Nichols.....Texas
English, Composition, French, Piano, Music Theory.
- NICOL, JULIA C.....C. E. Nicol.....Virginia
English, Composition, Latin, French, History.
- NORTON, ETHEL.....F. F. Norton.....Alabama
English, Composition, History, Botany.
- NURNEY, THERESE.....Geo. W. Nurney.....Virginia
English, Composition, Latin, Mathematics, Piano, Music Theory.
- OATES, LALAGE.....J. R. Oates.....North Carolina
English, Composition, French, Chemistry, Art.
- OBERHOLTZER, GERTRUDE.....Herman Oberholtzer.....Pennsylvania
English, Composition, Latin, German, Mathematics, Piano, Music Theory.
- ORRICK, CORNELIA.....S. H. Heironimus.....Virginia
English, Composition, Latin, Mathematics, History, Piano, Music Theory.
- OWEN, GERALDINE.....Louis H. Owen.....Missouri
English, Composition, French, Piano, Music Theory, Elocution.
- PAXTON, ELIZABETH.....J. G. Paxton.....Missouri
English, Composition, History, Piano, Music Theory.
- PEED, MARY C.....Mrs. J. D. Peed.....Kentucky
English, Composition, Mathematics, History, Piano, Voice.
- PERRY, LILLIAN.....J. S. Perry.....Virginia
English, Composition, French, History, Physiology, Voice.
- PHILLIPS, REBECCA.....Dr. G. M. Phillips.....Missouri
English, Composition, French, Spanish, History, Art.

- PITMAN, NADINE.....Jno. Pitman.....Indiana
English, Composition, French, Mathematics, Violin, Music Theory.
- POOL, CARRIE.....T. C. Pool.....South Carolina
English, Composition, Latin, Moral Science, Violin, Music Theory, Music History.
- PORTER, REBECCA.....E. W. Porter.....Tennessee
English, Composition, Latin, Mathematics, History, Piano, Elocution.
- POUND, KATHLEEN.....J. B. Pound.....Tennessee
English, Composition, Mathematics, History, Piano, Music Theory.
- POWERS, MARY B.....T. E. Powers.....Virginia
English, Composition, Latin, French, Mathematics, Elocution.
- PURYEAR, LUCY GOODE.....Dr. B. Puryear.....Virginia
English, Composition, Physiology, Moral Science.
- RADFORD, SELENE.....Mrs. L. C. Radford.....Virginia
English, Composition, Mathematics, Chemistry, Moral Science, History.
- RAINER, WILELLA E.....W. W. Rainer.....Alabama
English, Composition, French, Mathematics, Elocution.
- RAMSAY, EUDORA.....D. M. Ramsay.....South Carolina
English, Composition, Latin, French, Physiology, History.
- RODEBAUGH, JOSEPHINE.....H. A. Rodebaugh.....Ohio
English, Composition, German, Piano, Music Theory.
- ROGERS, LIZZIE.....J. R. Rogers.....North Carolina
English, Composition, Latin, Mathematics, Voice, Music Theory.
- ROLIN, MAE.....Mrs. Jessie A. Davie.....Virginia
English, Composition, Latin, Mathematics, History.
- RUCKER, MARGARET.....Edgar P. Rucker.....West Virginia
English, Composition, Latin, Mathematics, History, Art.
- SANDERS, PANSY.....Newell Sanders.....Tennessee
English, Composition, Mathematics, History, Elocution.
- SANDIDGE, LUCY IRENE.....Clay Sandidge.....Texas
English, Composition, Latin, Mathematics, History, Piano, Music Theory.
- SCHOEW, EMILY.....F. L. Schoew.....West Virginia
English, Composition, Latin, Mathematics, History, Piano, Music Theory.
- SEAY, AMERICA.....A. L. Seay.....Virginia
English, Composition, Latin, Piano, Music Theory, Music History.
- SELIGMANN, FLORENE.....H. Seligmann.....Texas
English, Composition, German, Spanish, Mathematics, Piano, Music Theory.
- SELIGMAN, SAIDA COHEN.....M. Seligman.....Alabama
English, Composition, French, Mathematics, Chemistry, Piano, Voice.
- SHANKLIN, HAZEL AMNIA.....J. R. Shanklin.....West Virginia
English, Composition, French, History, Piano, Voice, Music Theory.
- SHEPHERD, SALLIE GRAY.....Mrs. Willie Shepherd.....Virginia
English, Composition, History, Piano, Voice, Music Theory, Music History.
- SHIELDS, ANNA L.....H. W. Shields.....West Virginia
English, Composition, Latin, French, History, Piano.
- SHIELDS, BESSIE.....Bernard C. Shields.....Louisiana
English, Composition, Latin, French, Mathematics.
- SHOCKEY, BERTHA.....Mrs. Calvin Shockey...West Virginia
English, Composition, History, Piano, Music Theory.

- SHOLARS, THETA.....S. W. Sholars.....Texas
English, Composition, French, History, Piano, Voice, Music Theory.
- SIMPSON, RUTH A.....Mrs. Geo. W. Simpson.....Virginia
English, Composition, Latin, French, Mathematics, Piano, Music Theory.
- SLATTER, HELEN, LOUISE.....J. Slatter.....Alabama
English, Composition, French, History, Art.
- SMITH, MARY PRESSLEY.....B. Pressley Smith.....Kentucky
English, Composition, French, Mathematics, English Bible.
- SMITH, MARGARET M.....R. E. Smith.....North Carolina
English, Composition, Latin, Mathematics, History.
- SMITH, MILDRED MCCREARY...G. H. Smith.....North Carolina
English, Composition, Latin, French, Mathematics, Art, Elocution.
- SMITH, RUBY RAY.....Pryor Nixon Smith.....Virginia
English, Composition, French, History, Voice.
- STAMM, ELIZABETH V.....Frank H. Stamm.....West Virginia
English, Composition, German, History, Piano, Music Theory, Elocution.
- STEINER, HELEN.....R. E. Steiner.....Alabama
English, Composition, Latin, German, Physiology.
- STONE, MARY.....J. B. Stone.....Virginia
English, Composition, French, Mathematics, History, Piano.
- STONE, KATE.....J. B. Stone.....Virginia
English, Composition, Latin, French, Mathematics, Piano.
- SUDDUTH, NANNIE K.....Samuel Walton.....Virginia
English, Composition, Latin, French, History, Piano, Music Theory, Elocution.
- TALBOTT, MARGUERITE.....E. D. Talbott.....West Virginia
English, Composition, Latin, Physiology, History, Art.
- TAYLOR, GEORGE CABELL....Rev. G. Braxton Taylor,D.D..Virginia
English, Composition, Latin, Mathematics.
- TAYLOR, HENRIETTA.....J. G. TaylorArkansas
English, Composition, French, Chemistry, History, Piano, Music Theory.
- THATCHER, ELIZABETH.....Mrs. T. M. Thatcher.....Kentucky
English, Composition, French, Voice, Violin.
- THOM, JULIA D.....Dr. W. T. Thom..District of Columbia
English, Composition, Latin, German, Mathematics, History.
- THOMPSON, ALICE H.....J. C. Thompson.....Virginia
English, Composition, Latin, German, Mathematics, Physiology.
- THOMPSON, IMO.....Jas. F. Thompson.....West Virginia
English, Composition, French, Piano, Voice.
- TILLMAN, SOPHIA.....Hon. B. R. Tillman...South Carolina
Composition, Latin, French, Mathematics, Physiology, History, Voice.
- TRUE, ELIZABETH MYRTLE...H. O. True.....Tennessee
English, Composition, French, Voice, Piano.
- TRUEHEART, CARRIE L.....Chas. T. Trueheart.....Kentucky
English, Composition, Latin, French, History.
- TURNER, ORA LEE.....F. M. Turner.....Virginia
English, Composition, French, Piano, Voice, Art.
- TURNER, RACHEL L.....H. M. Turner.....West Virginia
English, Composition, French, History, Piano.

- VIRDEN, LULU.....Jno. C. Virden.....Alabama
English, Composition, Latin, Mathematics, Chemistry, Moral Science.
- WADDELL, BERNEY RAY.....Jas. Waddell.....Mississippi
English, Composition, Latin, Physiology, History, Art.
- WADDELL, NANNIE B.....Jas. Waddell.....Maryland
English, Composition, French, English Bible, Piano, Botany.
- WALKER, HAZEL G.....Dr. A. G. Walker.....Texas
English, Composition, French, Piano, Music Theory.
- WARD, AILEEN.....Mrs. L. M. Ward.....South Carolina
French, Piano.
- WATKINS, LOUISE HADDON...Haddon S. Watkins.....Virginia
English, Composition, French, Mathematics.
- WEATHERLY, FLORENCE.....Jas. Weatherly.....Alabama
English, Composition, French, Mathematics, Piano, Music Theory, Art.
- WELBORN, ELSIE.....South Carolina
Piano, Voice.
- WEST, GRACE.....Judge Jesse F. West.....Virginia
English, Composition, Latin, French, Piano, Voice.
- WHEELER, JEANNE.....Amzi L. Wheeler.....Indiana
English, Composition, French, Piano, Voice, Botany.
- WICKS, MURIEL.....Judge Moye Wicks.....Texas
English, Composition, Spanish, History, Art.
- WILKINS, JANIE.....Jas. A. Wilkins.....Virginia
English, Composition, French, History, Elocution.
- WILLIAMS, BESSIE.....Mrs. Gertrude Williams.....Virginia
English, Composition, Latin, French, History, Piano, Music Theory.
- WILLIAMS, MAMIE.....Mrs. W. E. Williams.....Texas
English, Composition, French, History, Piano, Music Theory.
- WILLIAMSON, VIRGINIA.....Mrs. F. A. Williamson.....Virginia
English, Composition, Mathematics, History.
- WILSON, HELEN.....J. W. Wilson.....Colorado
English, Composition, French, History, Piano, Music Theory, English Bible.
- WINGFIELD, JANE.....J. R. Wingfield.....Virginia
English, Composition, French, History, Piano, Music Theory, Music History, Botany.
- WITT, ELLEN.....Judge S. B. Witt.....Virginia
English, Composition, Latin, French, Physiology, History.
- WITTEN, CECIL.....A. D. Witten.....Virginia
English, Composition, French, History, Piano, Art.
- WOOD, CLAUDIA.....Judge C. D. Wood.....Arkansas
English, Composition, History, Piano, Voice, Music Theory, Music History.
- WOODCOCK, JULIA.....Mrs. Nannie Woodcock.....Kentucky
English, Composition, Latin, Mathematics, Piano, Voice, Music Theory.
- WOOLFORD, MABEL.....Geo. W. Woolford.....Maryland
English, Composition, German, History, Elocution.
- WRIGHT, JOSEPHINE.....C. O. Wright.....West Virginia
English, Composition, Latin, Mathematics, History, Piano, Music Theory.
- WYSOR, JULIA BENTLEY.....Dr. Jno. C. Wysor.....Virginia
English, Composition, Piano, Voice.

YEAGER, MARY.....C. A. Yeager.....West Virginia
English, Composition. Latin, History, Piano, Voice.

Boarders.....	248
Day Pupils.....	12
Total.....	260

Summary

Virginia.....	94	Louisiana.....	4
Texas.....	21	Pennsylvania.....	3
West Virginia.....	20	Ohio.....	3
Alabama.....	19	Arkansas.....	3
South Carolina.....	14	Florida.....	3
North Carolina.....	13	Mississippi.....	3
Tennessee.....	12	New York.....	2
Kentucky.....	10	Illinois.....	2
Missouri.....	8	Colorado.....	1
Indiana.....	6	Indian Territory.....	1
District of Columbia.....	5	Nebraska.....	1
Maryland.....	5	New Jersey.....	1
Georgia.....	5	China.....	1

Number Attending Each Department

English.....	241	History.....	130
Composition.....	246	Piano.....	127
Latin.....	99	Voice.....	53
French.....	129	Organ.....	3
German.....	24	Violin.....	11
Spanish.....	5	Music Theory.....	83
Greek.....	1	Music History.....	11
Mathematics.....	99	Art.....	30
Physics.....	3	Elocution.....	31
Chemistry.....	12	Stenography.....	1
English Bible.....	15	Typewriting.....	2
Physiology.....	37	Bookkeeping.....	1
Moral Science.....	18	Botany.....	12

Hollins Institute

Parents and guardians who, from choice or necessity, place their daughters and wards in schools far distant from their homes, naturally wish to know the facilities and advantages which such establishments command, and their capacities for giving the training, culture, and general impress of character most desirable for young ladies.

The following paragraphs are published with a view to giving our patrons information in regard to our facilities for training the youth committed to our guidance:

I.—Location

The question as to the best location of boarding-schools for girls is one to which much attention has been given in recent years. After an experience of two centuries on this continent, the general conclusion has been reached that country localities, easily accessible to cities, are decidedly preferable from many considerations. Many of the largest and best equipped of such schools of recent origin have been so located, notably, Vassar College of New York, Wellesley College of Massachusetts, and Bryn Mawr College of Pennsylvania. This school has these advantages. It is located in Roanoke County, Virginia, seven miles from the City of Roanoke, and one and one-half miles from Hollins Station on the Norfolk and Western Railway (Shenandoah Valley Division).

This county lies in the extreme southwestern section of the great Valley of Virginia, between the Blue Ridge and Alleghany Mountains. The entire region abounds in picturesque mountain scenery, the soil is exceedingly fertile, and the country abundant in fruits, vegetables, grain, and grasses. Probably no region on the continent is more beautiful in its general aspects, and none better adapted in climatic influences to school and school life. Its invigorating atmosphere throughout the seasons—the extremes of cold and heat never reaching

their maximum—gives to the pupils vigor and bloom, and develops elasticity of mind even amidst exhausting labors. Hence in this comparatively limited territory numerous colleges, high schools, and other institutions exist and flourish. Thousands of pupils are gathered annually in these schools from all parts of the United States. The salubrity of the climate, the beauty and fertility of the country, its freedom from malarial diseases, its invigorating atmosphere, its limpid streams of water, all combine to render this section peculiarly adapted to the successful establishment and permanent prosperity of large institutions of learning.

This Institute owns a tract of land of five hundred acres, and the buildings are so located that they are excluded from the annoyance of close proximity to public thoroughfares. All persons living in the buildings, whether pupils and officers, or others, are under the supervision and regulations of the Institute. These premises are beautiful and attractive, but are kept posted according to law, and are not allowed to become a resort for the indiscriminate public. The superiority of this locality as a place for the education of girls, is from year to year attested by their physical development, and by the effect, on character and conduct, of the exclusion of those scenes and associations which so demoralize girls when exposed to them. Stringent rules, rigidly enforced, in the presence of temptations, and idle attractions, may save from damaging scandal; but is this the best influence under which to develop character? At the tender and impressionable age of school life a system of espionage and unnatural restraints, so annoying and irritating to girls, tends to sour dispositions, to foster the spirit of suspicion, and to develop artificial and deceptive character. Unquestionably, girls at boarding-schools should be tenderly guarded and carefully restricted in all their associations, but not by an inexorable code of "blue laws." Location and surroundings should be such as to allow great freedom of daily life and great variety of social intercourse, while dangers and temptations are so far removed as neither to give serious apprehension, and thus lead to oppressive regulations, nor to forbid pleasures and pastimes, away from the public gaze, so necessary to a true physical and moral development. The

school which has not the resources within itself—the personal examples, the moral and æsthetic influences, the variety of exercises and sources of enjoyment, the comforts and social life—but has to seek these in associations beyond its precincts, is certainly not in a condition to do a permanent and successful work in giving to society the best type of women. In location and surroundings, in internal resources and facilities, this institution commands rare combinations for doing a great work in its chosen sphere. The locality further enjoys the exceptional advantages of mineral waters—white sulphur* and chalybeate—and a healthful, bracing atmosphere at all times.

II.—Premises and Buildings

About ninety years ago the premises now held by Hollins Institute were improved and equipped with a view to render available valuable mineral waters. In the year 1842 the whole property was purchased for educational purposes, and since that time has been so used. All the original buildings have been removed, and others erected better adapted to school purposes. The main buildings (of which there are six) are of brick, with slate and tin roofing, and afford accommodations for a full faculty and two hundred and thirty-five boarding pupils. For many successive sessions, the accommodations have been filled at the opening of the session, and other applicants declined.

The buildings contain ample lecture-rooms, a chapel, a spacious and attractive dining-room, literary society halls, parlors, rooms for music and art, etc., all arranged with special reference to health, comfort, and convenience. These buildings are heated throughout by steam and lighted by electricity, from a central plant. They are so connected by covered ways that all parts of the premises are safely accessible even in the most inclement seasons.

The grounds around the buildings are beautiful and extensive, embracing many acres, and are adorned with walks, shade trees, and shrubbery. In close proximity to the buildings are springs of mineral waters of valuable medicinal properties.

*For Analysis See Page 35

III.—Organization

This school is arranged with special reference to the health and comfort of its pupils as well as to the inculcation of those habits and tastes which mark the truly refined and cultured.

All officers, professors, and teachers reside on the premises, and give their whole time to the interests of the school. They with their families board with the pupils, intermingling in all the relations of social life.

The pupils occupy their own private rooms during study hours, except when attending lectures or other exercises to which they have been assigned. The bedrooms (most of which are arranged for two pupils) are comfortably heated by steam and are furnished with all needed articles for comfort and convenience, and the pupils are supervised by officers. Pupils study more successfully in their rooms than when crowded together in a large study-hall and kept sitting in the same posture for hours in succession, while the physical exercise in going to and from recitations throughout the day proves highly conducive to health, vigor, and bodily development.

The Boarding Department is conducted by the General Manager, aided by competent sub-officers.

The dining-room is on the second story, connected with the other buildings by covered ways. It is commodious and attractive, with ample culinary attachments on the same floor.

IV.—Religious Privileges

The evening devotions regularly held in the chapel of the Institute are conducted by the resident chaplain. On Sunday Sabbath-school exercises are held at 9 a. m., in which the Bible is made the text-book; at 8 p. m., preaching by evangelistic ministers of approved qualifications and standing. Attendance at these exercises is required of all resident students. At 11 a. m. there are services at churches of different communions in the immediate vicinity, which pupils at their option may attend.

In the development of a true and high type of character

religious influences, *not sectarian*, must play an important part. The christian graces, harmoniously blended and carefully cultured and exhibited in all the associations of life, give a charm and a power which no adornment of person or culture of intellect in their absence can produce. The pupils of this school enjoy superior religious privileges. While separated from their parents, pastors and other spiritual guides, it would be a grave omission not to make ample provision for their spiritual wants and religious development. Hence, in addition to daily worship and weekly Bible lessons, ministers of high repute in their respective communions conduct services alternately in the chapel of the Institute for the special benefit of the pupils, officers, and families that reside at the place.

V.—Fair Reputation

No institution in which large numbers of young ladies have their homes for educational purposes can afford a management which gives rise to damaging criticism or unfavorable rumor. Its reputation affects that of every pupil, while the conduct of its pupils casts a reflex influence on its own. At every cost of labor and vigilance, good government must be maintained—a prudent, wise, generous, and effective supervision must be exercised over the pupils at all times.

VI.—Teaching

The most satisfactory results can only be secured by the concentration of ability and great variety of talent and adapt-
edness in the Board of Instruction. The education and training of girls has in recent years received a degree of attention beyond that of any period in our history. In every section of our country standards of scholastic attainment have advanced, the equipment of schools has been greatly enlarged, and the subjects taught have multiplied. To meet these varied and increasing demands this Institute employs a large number of teachers of varied attainments and great versatility of talent.

Our regular systematic course of study (see Page 64) leads to the A. B. degree, and all students are advised to pursue this course.

Many, however, for lack of time or other reasons, can not complete this course. Such students, with the advice of the faculty, elect studies suited to their taste and talents.

VII.—Discipline

Pupils committed to our care and training are watched over and cared for in health or in sickness, in school or out of school, as our own children. The development of character and private habits, the exhibition of morals and manners in all the associations they form, a fair name in school and with the general public, give us the same solicitude as in the case of those bound to us by the ties of kindred. Indeed, when they leave school our anxieties do not cease until we know they are again at home and under the care of their friends.

The school is not governed by minute, specific rules; the authority is parental rather than official. *We do not, however, allow pupils to leave the premises unless properly chaperoned, nor to make visits unless positively instructed by parent or guardian to do so, and even then we reserve the right to decide upon the propriety of such visits.*

The regulations of this school require that every student shall be ladylike, decorous and upright in her conduct as long as she remains under its guardianship. It is expected that due respect at all times and under all circumstances be paid to officers and teachers. Students who can not subscribe to these regulations will be required to withdraw.

No disgraceful penalties are inflicted, nor are they subject to any long catalogue of minute regulations, which so far from inducing correct, ladylike deportment, often prove but a source of constant annoyance and irritation. *General principles as to those proprieties of life which should ever be recognized and observed by all of their sex and age, whether in or out of school, are made prominent, and the necessity for more stringent and more specific laws seldom arises.*

The every-day life of this school is beautiful and impressive. Contentment, cheerfulness, and vivacity are features so marked as to excite surprise in visitors, and uniformly become a subject of remark by those who sojourn with us. School life should be made pleasant and happy; discontent, irritation of

feeling, constant homesickness, are alike opposed to successful progress in educational training and the development of sweet and smooth dispositions. The surroundings of this school are not objects and scenes which constantly excite hopes and wishes which it would not be best to gratify, and consequently a source of dissatisfaction, nor such as to invite to irregularities and improprieties of conduct; but in every direction the school looks out upon beautiful natural scenery, with its ever-varying shades and hues, and hence never monotonous. In the absence of improper external attractions, interest and sympathy center in school exercises and home associations, and the associations of the place itself are ample—nearly all the pupils are boarders, the officers and teachers, with their families, reside on the premises, together with several families in separate buildings, who may be here for educational purposes. No indiscriminate association is allowed with the outside public, and all who are admitted to the grounds must observe those proprieties which appertain to premises appropriated almost exclusively to the gentler sex.

All the training—literary, moral, and disciplinary—of this school looks beyond girlhood to the future woman, bearing the responsibilities and sustaining the relations appropriate to her sex in society.

VIII.—DRESS

Expensive dressing while in school is objectionable from many considerations. A girl whose mind is absorbed in external adornment is not likely to cultivate and develop those virtues which constitute the chief and permanent ornament of character, nor will she aim to secure those mental acquirements which are to give to her influence and success in the better spheres and associations of life. Money spent in costly attire or jewelry while in school is worse than squandered. Far better would it be to reserve funds thus used for travel and other sources of improvement after school days are over.

This school prescribes no uniform dress for its pupils on ordinary or public occasions. Those who take lessons in Physical Culture must be provided with a gymnasium suit. For the sake of uniformity this should be purchased after entering school.

Young ladies are expected to observe simplicity, good taste, and neatness in dress and personal habits in every-day life.

After December first and continuing throughout the winter season, linen and cotton shirtwaists, as well as low shoes, are forbidden.

At no time during the session are elaborate evening dresses appropriate. For school entertainments during the winter months each pupil should have an evening dress of material sufficiently thick to prevent the temptation to remove flannels, made with high neck and long sleeves. She should also have a light-weight wrap. On Commencement Day, all pupils are expected to be attired in white. A simple white muslin dress is most appropriate for this occasion.

Each student should be provided with walking-shoes, over-shoes, a heavy coat, and cap or hat for every-day wear. She should have also warm clothing, especially underwear. We live in a bracing climate and spend much time in the open air.

IX.—Health and Recreation

Pupils of this school usually enjoy vigorous health during the session, and even after its protracted and exhausting labors are over, return to their homes with the bloom of youthful vigor and freshness. This is due to the effects of climate, the use of mineral waters, and to free, unrestrained outdoor exercises, to which ample and pleasant surroundings invite.

Indoor exercises are also encouraged, so that at no season are the pupils deprived of the means of proper physical development which gives elasticity to the spirits and healthful, mental recreations.

The infirmary is provided with comfortable and pleasant rooms, cut off from the hurry and bustle of school life. It is under the supervision of an experienced trained nurse. The resident physician, whose rooms are near by, attends promptly all cases of illness, and has a general oversight of the health of the entire establishment.

X.—Admission of Pupils

Pupils over the age of fourteen years are received at any time during the session. It is most desirable, however, that

they enter promptly at the opening of the session in September. *No one is received for a shorter period than the entire session, or the remaining portion thereof, at the time of entrance.* Precaution is used to prevent the admission of any pupil whose example and influence might prove injurious to others.

Parents and guardians may rest in the confident assurance that their daughters and wards, while connected with this Institute, whether in sickness or in health, will receive careful attention and supervision. It is our sole business in life to take care of and train those committed to our temporary guardianship, and it is our aim to discharge the delicate and responsible office faithfully and in a manner acceptable to those at least who desire high standards of mental and moral discipline for their daughters.

Having maintained an uninterrupted and prosperous career for more than a half-century, the Institute points to its past history as the most satisfactory assurance and guarantee of future efficiency.

The Sulphur Spring

The following analysis was made at the Health Department of Washington City:

ORGANIC.	PARTS PER MILLION.
Total solids	573.
Nitrogen as free Ammonia .....	.04
Nitrogen as Aluminoid Ammonia .....	.06
Nitrogen as Nitrites .....	.00
Nitrogen as Nitrates	Trace.
Chlorine	18.
Oxygen consumed	1.2

MINERAL.	GRAINS PER GALLON.
Magnesium Sulphate	5.27
Calcium Sulphate	5.07
Calcium Bicarbonate	17.40
Sodium Bicarbonate	1.97
Sodium Chloride	1.72
Iron Bicarbonate .....	.21
Silica	1.59
Sulphuretted Hydrogen	Considerable.

Total solids 33.23

The analysis shows this water to be pure and wholesome, and to contain salts in solution which possess marked medicinal properties.

You are to be congratulated upon having such a valuable spring in connection with your school.

Very truly yours,

J. D. HIRD, M. A., *Chemist.*

Washington, D. C., February 28, 1903.

General Information

When a pupil is enrolled it is understood that she binds herself to abide by the rules and regulations of the school.

All instructions in regard to the pupil should be sent through the mail directly to the President.

Parents can not give permissions which conflict with the regulations of the school. They are, therefore, asked to acquaint themselves with the views of the school before giving permissions to their daughters.

It must not be inferred when pupils are in the Infirmary that they are necessarily very sick—they are required to go there even when slightly indisposed. In case of serious illness the parent, or guardian, is informed promptly.

All pupils should remain through Commencement exercises. The principle which allows any line of work to be given up at will, before completed, is disastrous to the formation of character. As soon as a pupil receives permission to leave before the end of the session, she neglects her own work, and becomes a disturbing element in school.

When young men call they must invariably bring letters of permission from the parents, or guardians, of the young ladies whom they wish to visit. Even then such calls must not be too frequently repeated, and are always subject to the discretion of the President.

Parents are requested to allow their daughters only a limited amount of spending money—as the free use of money diverts from study, and engenders wasteful and extravagant habits. As no money is advanced to a pupil without written instructions, the parent must hold himself responsible for unnecessary extravagance on the part of his daughter.

Purchasing on credit is positively forbidden.

Money, jewelry, etc., should be deposited in the Treasurer's office. When such valuables are kept in the room, it is at the owner's risk.

Dress-making should be attended to at home.

This school does not interfere with, or supervise, the correspondence of its pupils, except in cases where improprieties

become known. In such cases the facts are promptly reported to parents or guardians. Instructions should always be given as to what correspondence is disapproved by parent or guardian.

The bedrooms are comfortably furnished. Students are not required to furnish bedding. They furnish only towels and napkins for their own use. These and all other articles should be marked plainly with the owner's name.

Trunks and other baggage should have the name of the owner attached. Attention to this suggestion will facilitate prompt delivery.

When parents send packages by express, the express receipt should be sent to the daughter.

Parents will greatly aid us in our efforts to promote the health of their daughters, if they will heed our earnest request that no eatables, except perhaps fresh fruits, be sent to those committed to our care. A large proportion of the little sicknesses among our students is traceable to imprudent eating at improper times. Chafing dishes are not allowed.

Courses of Instruction

Instruction is offered in the following departments:

ENGLISH,
LATIN,
GREEK,
FRENCH,
GERMAN,
SPANISH,
HISTORY AND POLITICAL ECONOMY,
MORAL SCIENCE,
THE ENGLISH BIBLE,
MATHEMATICS,
PHYSICS,
CHEMISTRY,
ASTRONOMY,
BOTANY,
PHYSIOLOGY AND HYGIENE,
MUSIC (Pianoforte, Voice Culture, Organ, Violin,
Theoretical Studies).
ART (Drawing, Painting, History of Art, Design).
ELOCUTION AND PHYSICAL CULTURE.
STENOGRAPHY, TYPEWRITING, AND BOOKKEEPING.

These departments are separate and distinct, each conducted by a Professor, with such assistance as may be demanded. Each department being distinct, the pupil may, at her option, become a candidate for graduation in any one or all of them, though it is not possible for her to pursue more than four or five at the same time. *Diplomas are not conferred indiscriminately upon all members of a class who have passed through a prescribed course of study, but on those only who at the examinations give evidence of a thorough acquaintance with the subjects embraced in the courses upon which they propose to graduate.* (For requirements for A. B. Degree, see Page 61.)

Collegiate Department

English

PROFESSOR CUMMINGS,
MISS CLEVELAND,
MISS MILLER.

MISS WILLIAMSON,
MISS L. COCKE,

I. OUTLINE HISTORY OF ENGLISH LITERATURE; RHET-
ORIC; ETYMOLOGY.

Four hours a week.

TEXT-BOOKS: *History of English Literature*, Halleck; *Masterpieces of British Literature*; Scott's *Lady of the Lake* (Rolfe); *Study of English Words*, Anderson; *Elementary Guide to Literary Criticism*, Painter.

[Applicants for admission to this class must give satisfactory evidence of familiarity with the principles of English Grammar, and must have read the following books: Franklin's *Autobiography*; Irving's *Rip Van Winkle*, *Legend of Sleepy Hollow*, *Rose of the Alhambra*, *Moor's Legacy*; Cooper's *Last of the Mohicans*; Longfellow's *Miles Standish or Hiawatha*; Hawthorne's *Grandfather's Chair*; *Biographical Stories*.]

COMPOSITION: Dictation and Weekly Themes; *Elements of English Composition*, Gardner, Kittredge, and Arnold.

II. NINETEENTH CENTURY LITERATURE.—First term, American poets. Special study of Bryant, Emerson, Poe, and Lanier; History of American Literature. Second term, Tennyson, *Idylls of the King*. History of English Literature.

Three hours a week.

TEXT-BOOKS: *Introduction to American Literature*, Pancoast; *Chief American Poets*, Page; *Introduction to English Literature*, Pancoast; Complete Edition of Tennyson's *Idylls of the King*, Rolfe.

[Students that take Course II without previously taking Course I must be prepared on the final examination in June to answer questions on the whole field of the history of English Literature.]

COMPOSITION: Daily and Fortnightly Themes in Periods; *Composition-Rhetoric*, Scott and Denny.

III. ENGLISH NOVEL AND SHAKESPEARE.—First term, history and development of the English Novel, and study of

representative masterpieces. Second term, Shakespeare—a critical study of several plays, with attention to the growth of the poet's dramatic art.

Three hours a week.

TEXT-BOOKS: *Introduction to English Literature*, Pancoast; *Development of the English Novel*, Cross; *In the Days of Shakespeare*, Jenks; *The Drama; Its Law and Its Technique*, Woodbridge; Complete Edition of Shakespeare, Clark and Wright.

[Open to those who have completed Courses I and II.]

COMPOSITION: Fortnightly and Daily Themes; *Principles of Rhetoric*, Hill; *Composition-Literature*, Scott and Denny.

IV. ANGLO-SAXON AND CHAUCER.—First term, Anglo-Saxon Grammar, History of the English Language, Literary study of the Anglo-Saxon Prose and Poetry. Second term, Chaucer—Critical study of the *Book of the Duchesse*, the *Parlement of Foules*, the *Prologue*, and several of the *Canterbury Tales*, Lectures on Chaucer's predecessors and contemporaries.

Three hours a week.

TEXT-BOOKS: In Anglo-Saxon—*Old English Grammar and Exercise Book*, Smith; *Early English Literature*, Stopford Brooke; *Beowulf*, translated by John Leslie Hall. In Chaucer—*The Globe Edition of the Works of Chaucer*; *Chaucer Primer*, Pollard; *Introduction to English Literature*, Pancoast; *History of the English Language*, Lounsbury; *In the Days of Chaucer*, Jenks.

V. ENGLISH RELIGIOUS DRAMA AND PREDECESSORS OF SHAKESPEARE.—Reading and study of the best examples of the *Miracle* and *Morality Plays*, and *Interludes*; study of the plays of Lyly, Greene, Peele, Nash, Lodge, and Marlowe. This course will be opened with lectures on the origin and development of the Ancient Classical Drama.

Two hours a week.

TEXT-BOOKS: *Specimens of Pre-Shakespearean Drama*, Manly; *English Miracle Plays*, Pollard; *English Religious Drama*, Katherine Lee Bates; *Shakespeare's Predecessors in the English Drama*, John Addington Symonds.

[Course V is designed for those students who desire a more specialized study of the beginnings of English drama than is offered in Course III.]

VI. PREDECESSORS OF CHAUCER.—Open to those who have completed Course IV.

Two hours a week.

TEXT-BOOK: *Specimens of Early English* Vol. II, Morris and Skeat.

VII. REVIVAL OF ROMANTICISM IN ENGLAND IN THE EIGHTEENTH CENTURY AND CULMINATION OF THE MOVEMENT IN THE NINETEENTH.—Study of the works of Wordsworth, Shelley, Byron, and Keats.

Two hours a week.

TEXT-BOOKS: *Beginnings of the English Romantic Movement*, Phelps;
History of English Romanticism in the Eighteenth Century, Beers.

VIII. ADVANCED COMPOSITION.—Study of description, narration, and exposition. Technique of the Short-story. Fortnightly themes.

One hour a week.

Required of students that elect Course IV.

COMPOSITION WORK is required of all pupils, whether students of English or not. At the opening of the session the teacher will form classes based on test papers assigned to the pupils. Meetings will be held at least once a week, and regular and systematic instruction is given in the theory of composition. In all composition classes, with each pupil individually the teacher holds private consultations in which the papers are carefully criticised and full explanations given of each correction.

Pupils who have completed Course IV will be required to hand in at stated intervals such written work as may be determined by the Professor.

Upon the completion of Course III, the pupil is granted a diploma of English Literature. Upon the completion of Course IV, the pupil is awarded a diploma in English Language. Pupils who successfully pass the examinations in Course I or in Course II, receive certificates of distinction. Candidates for diplomas in either literature or language are required to write an essay on some line of work assigned by the Professor. Should the pupil at the same time be an applicant for a degree, she may present this same essay as her essay for graduation.

Latin

PROFESSOR PLEASANTS,

MISS PLEASANTS.

I. This class takes up the study of the easier Latin

writers, carrying on the study of the grammar and impressing its principles by written exercises.

Four recitations a week (45 minutes).

TEXT-BOOKS: Cæsar; Ovid; Grammar (Bennett); Preparatory Latin Writer (Bennett).

II. The studies of this class are a continuation and enlargement of those of Class I, using more difficult authors and exercises.

Four hours a week.

TEXT-BOOKS: Virgil; Cicero; Grammar and Exercises (Bennett).

III. This class by its previous studies, well-grounded in the principles of the language, makes, as far as can be made in the time, a practical acquaintance with the literature of the language. In this class also, there are regular written exercises in translating from Latin to English and from English to Latin.

Three hours a week.

TEXT-BOOKS: Livy; Horace; Tacitus; Harrison's and Gildersleeve's Latin Grammars; Roman History.

Upon the completion of Course III the pupil is granted a diploma in Latin. Those who pass successfully in Courses I or II receive a certificate of distinction.

Greek

PROFESSOR DICKINSON.

In this language there are three classes. The aims and methods are the same as those pursued in teaching Latin, viz.: to give the pupil a practical and useful knowledge of the language by reading portions of the best authors and by writing exercises with constant grammatical analysis.

TEXT-BOOKS.

- I. The First Greek Book (White); First Greek Reader (Moss); Xenophon's Anabasis.
- II. Goodwin's Greek Grammar; Xenophon's Memorabilia; Homer's Iliad; Written Exercises.
- III. Selections from Sophocles, Plato, and Demosthenes.

French

PROFESSOR KUSIAN,

MISS HAYWARD.

There are three classes in this department. Strict attention is given to grammatical analysis. Idioms are carefully noted and compared with the corresponding English forms. Pupils are required to write exercises and original compositions throughout the course, and are, by their daily association with a foreign teacher, afforded the best opportunities for acquiring precision and fluency in speaking French.

I. Chardenal's *Complete Course*; Super's *French Reader*; Exercises. *Five recitations a week (45 minutes).*

II. Edgren's *Grammar*; Prose Composition; Dictations; *La Mare au Diable*; Chateaubriand's *Atala and René*; *Easy French Plays* (Benton). Parallel reading for 1908: *Le Conscriit*; *Histoire de France* (Super); Sight Reading.

Four hours a week.

III. Corneille's *Le Cid*; Molière's *Le Misanthrope*; Racine's *Athalie*; Hugo's *Hernani*; Rostand's *Cyrano de Bergerac*; Prose Composition; Conversation. Parallel reading for 1908: *Quatre-vingt-Treize*; *Cinq Mars*; *Historie de la Littérature Française*; Sight Reading.

Three hours a week.

Upon the completion of Course III a diploma is awarded.

German

PROFESSOR KUSIAN.

In this language there are three classes. The aims and methods are the same as those pursued in French.

I. Joynes-Meissner's *Grammar* (Parts I and II); Exercises; *Geschichten am Rhein*; Wesselhoeft's *Composition*.

Five recitations a week (45 minutes).

II. Joynes-Meissner's *Grammar* (Part III); Jagemann's *Syntax and Composition*; *L'Arrabiata*; *Wilhelm Tell*; *Minna von Barnhelm*; *Die Hochzeitsreise*; Conversation. Parallel

reading for 1908: *History of Germany* (Bayard Taylor); *Doctor Luther*; *Bilder aus der Deutschen Litteratur* (Keller); Sight Reading.

Four hours a week.

III. Jagemann's *Syntax and Composition*; Translations into German of Bulwer's *Lady of Lyons* and Irving's *Rip Van Winkle*; Lessing's *Nathan der Weise*; Goethe's *Hermann und Dorothea*; *Meisterwerke des Mittelalters*; Conversation. Parallel reading for 1908: Heine's *Harzreise*; Scheffel's *Ekkehard and Trompeter von Säkkingen*; Schiller's *Balladen*; *Deutsche Litteratur-geschichte* (Wenkebach). Sight Reading.

Three hours a week.

A diploma is conferred upon the pupil who completes Course III.

History and Political Economy

MISS TERRELL,

MISS PLEASANTS.

The aim through the entire course of history, is to give the student a thorough training in the best methods of study, and to acquire a systematic knowledge of the development of present conditions by studying those of the past.

I. ANCIENT HISTORY, INCLUDING THE TEUTONIC PERIOD DOWN TO 800 A. D.

In the study of Greek history much time is given to the study of Greek life, literature, and art, also the spread of Hellenism after Alexander, since this period affects the modern world more closely than the period of City-States. The study of Roman history includes the social, political, and economical institutions. A careful study is made of the breaking up of the Western Roman Empire and the formation of Charlemagne's Empire. Maps, charts, and diagrams are an essential part of this course. *Four recitations a week (45 minutes).*

Text-books are used, readings assigned, and lectures given.

TEXT-BOOKS: *Ancient History* (West). *Masterpieces of Greek Literature* (Wright); *Masterpieces of Latin Literature* (Laing).

II. GENERAL EUROPEAN HISTORY (first term). CIVIL GOVERNMENT OF THE UNITED STATES (second term).

This is a continuation of Course I. A careful treatment is made of the development of England and France, The Crusades, the growth of the Papacy, rise of Italian City-Republics, Feudalism, Reformation, Religious wars, and the causes of the French Revolution. Some acquaintance with the literature of these periods is required. The student is directed in a course of reading necessary to the full appreciation of the subjects pursued. Charts, maps, and diagrams necessary.

Three hours a week.

TEXT-BOOKS: *History of Western Europe* (Robinson); *Civil Government in the United States* (Fiske).

III. AN EPOCH OF MEDIÆVAL OR MODERN HISTORY (first term). ENGLAND AND FRANCE WITH SPECIAL REFERENCE TO THE RISE AND ESTABLISHMENT OF LIBERAL GOVERNMENTS (second term).

So far as time permits, the epoch studied in this course is taken broadly, and a critical study of the origin and development of the period is made, aiming to give the student such historical training as will stimulate further study in this or other epochs. The second term of this course includes a study of the Revolutionary and Napoleonic periods, evils of Absolutism, and the influence of different nations on each other. Effort is made to encourage the discussion of the topics of the day and matters of general interest.

Three hours a week.

First Term, *The Reformation* (Fisher); Second Term, *The French Revolution*; Advanced American History.

TEXT-BOOK: *Revolutionary and Napoleonic Era* (Rose).

Upon the satisfactory completion of II and III the student receives a diploma in history.

IV. POLITICAL ECONOMY, OUTLINE OF ECONOMICS.

A careful study of the questions and problems relating to modern conditions. Collateral reading assigned.

TEXT-BOOK: *Introduction to the Study of Economics* (Bullock).

Moral Science

PROFESSOR PLEASANTS.

Students applying for this work should have completed at least the equivalent of II Mathematics and II History, and should be reasonably familiar with the facts of Physical Science, including an elementary knowledge of the human body and its nervous physiology.

The course covering two years embraces work in Psychology, in Logic, and in Christian Ethics as the standpoint for an introduction to the History of Philosophic Thought. By means of experiment, of lecture, of reading, and of discussion, so far as is possible in the time allotted, the requisite methods, facts, principles, and theories are learned. As educational, however, the aim is to foster and develop that balanced self-activity which is the goal of all education, since it is the only true preparation for life.

I. Psychology and Ethics. *Three hours a week.*

TEXT-BOOKS: *Psychology* (Halleck); *Ethics* (Peabody).

II. Logic. *Two hours a week.*

TEXT-BOOK: *Logic* (Jevons).

Both of these courses are necessary for a diploma in Moral Science.

The English Bible

DR. TAYLOR.

The work offered in the English Bible covers two years, with two lessons a week. The aim of this course is to give such a knowledge of the Bible as a liberal English education demands. Theological problems and details of interpretation are not discussed. While the literary beauties of Bible are considered, the higher place of the "book of books," as our great moral and spiritual guide, is always remembered.

In the *first* year the Bible is studied by books. Each book

is treated as a unit, yet its relation to the other books is kept in view. In connection with the subject matter of the various books of the Bible, such subjects as the following are considered:—The titles and divisions of the Bible and the books of the Bible; the manuscripts and translations of the Bible; the character of the original languages of the Bible; the geography of Bible lands; the history and customs of the Jews and of other nations which figure largely in the Bible.

In the *second* year the life of Christ and the life and epistles of the Apostle Paul are studied, and a brief survey taken of the history and doctrines of the whole Bible.

The teaching is by means of text-books and lectures and library work. The text-books used are:—*Synthetic Bible Studies*, Gray; *Life of Christ*, Stalker; *Life of St. Paul*, Stalker; *The Bible*, Hovey.

Both courses are required for the diploma.

Mathematics

PROF. DICKINSON,

MISS CLEVELAND,

MISS MILLER.

I. Beginning with Quadratic Equations the study of Algebra is continued for three months. The rest of the session is given to the study of Plane Geometry with constant drill in original exercises.

TEXT-BOOKS: *Algebra for Secondary Schools* (Wells); *Plane Geometry* (Wells's Essentials).

II. Solid Geometry is studied for the first half session and Plane Trigonometry for the second half.

TEXT-BOOKS: *Solid Geometry* (Wells's Essentials); *Complete Trigonometry* (Wells).

III. This course covers quite fully Plane Analytic Geometry, and this will be followed by a short course as an introduction to the Infinitesimal Calculus.

TEXT-BOOKS: *Analytical Geometry* (Nichols).

IV. A course in the Differential and Integral Calculus is

offered to those students who have completed Course III, and desire to pursue further their studies in Mathematics.

TEXT-BOOK: *Differential and Integral Calculus* (Osborne).

A diploma in Mathematics is awarded to those who have completed Courses I, II, and III.

Physics

PROFESSOR COCKE.

I. MECHANICS, MOLECULAR PHYSICS AND HEAT.

Class work three, laboratory two, hours a week.

TEXT-BOOKS: A First Course in Physics (Milikan and Gale.) A Laboratory course in Physics (Milikan and Gale).

II. MAGNETISM AND ELECTRICITY, SOUND AND LIGHT.

For entrance into this class, II Mathematics, or its equivalent, is required.

Class work three, laboratory two, hours a week.

TEXT-BOOKS: Hastings and Beach's *Physics*; Cajori's *History of Physics*. Notes.

Both courses are required for the diploma.

Chemistry

PROFESSOR COCKE.

I. INORGANIC CHEMISTRY, ELEMENTARY COURSE.

Class work two, laboratory three hours a week.

TEXT-BOOK: Remsen's *Elements of Chemistry*.

II. GENERAL CHEMISTRY, MORE ADVANCED COURSE.

Class work two, laboratory three, hours a week.

The laboratory work in this class is almost entirely quantitative in character.

TEXT-BOOKS: Newell's *Descriptive Chemistry*; Newell's *Experimental Chemistry*; Venable's *Short History of Chemistry*; Richards' *Chemistry of Cooking and Cleaning*. Notes.

(Students taking either class are charged a laboratory fee

of ten dollars for chemicals, etc. Breakage or damage to apparatus is charged at cost.)

Both courses are required for the diploma.

Physical and Chemical Laboratories

During the last two years considerable additions have been made to our equipment for experimental work in Physics and Chemistry, so that we are prepared to teach these subjects, at least in their elementary stages, in accordance with modern methods.

In Chemistry each student is provided at the opening of school with locker and drawer, containing the apparatus necessary for performing the experiments given during the session, which they are required to return in good condition at the completion of the course. When apparatus is broken, it is charged to them at cost.

The laboratory work in Physics is mostly quantitative in character, and suitable apparatus is provided, including many instruments of precision.

The facilities for general illustration and class demonstration are also very good, and are being added to from year to year.

Botany

MISS HAYWARD.

The course of study in this school embraces (1) Morphology, (2) Vegetable Physiology, (3) Ecology, (4) Systematic Botany or Classification.

The method of instruction is by use of approved textbooks, supplemented by lectures, by constant study of living forms, and by experiments in which the student is made to observe for herself.

The department is supplied with all the apparatus and instruments needed in this study, such as Compound and Simple Microscopes, Dissecting Microscopes, together with a full line of microscopic objects to illustrate every variety of minute vegetable structure.

I. In the first year the subjects of Morphology and Vegetable Physiology are carefully studied, and a beginning is made of Systematic Botany or Classification of Plants.

Three hours a week.

II. In the second year Systematic Botany is more fully treated, and the subject of Ecology or Plant relations with Economic Botany, and a course on the minute structure of Plants is given.

Three hours a week.

TEXT-BOOKS: *Botany all the year round*, (Andrews); *Leavitt's Outlines*; *Gray's Flora of the Northern States*; *Coulter's Plant Relations and Plant Structure*; *Chapman's Flora of the Southern States*.

Both courses are required for the diploma.

Physiology and Hygiene

DR. DRAKE.

This department offers a two years' course, at the satisfactory completion of which a diploma is awarded.

Great emphasis is given to the importance of a knowledge of physiology and hygiene as constituting an indispensable part of the education of young ladies.

The method of teaching is by lectures and text-books, with quizzing on previous lessons assigned.

Demonstrations are made of the forms and functions of the various tissues and organs of the human body by dissection of parts of the lower animals, and by the use of charts and models.

At intervals during the session, the resident physician delivers public lectures in the chapel on subjects of scientific and practical interest pertaining to physiology and hygiene.

I. Elementary Biology, Chemistry, Experimental and Descriptive Physiology.

TEXT-BOOKS: *Colton's Physiology*; *Walker's Anatomy, Physiology, and Hygiene*.

II. Anthropology and advanced Physiology.

TEXT-BOOKS: *Martin's The Human Body* (Advanced Course); *Raymond's Human Physiology*.

Both courses are required for the diploma.

Department of Music

PROFESSOR MICHAELIS, Acting Director, *Piano, Violin.*

PROFESSOR HOFFMAN, *Organ, Piano, Harmony, Music Knowledge, History of Music.*

PROFESSOR SCHMIDT, *Piano.*

MISS ISEMAN, *Piano, Music Knowledge.*

MRS. MICHAELIS, *Piano.*

MISS BUCKNER, *Voice Culture.*

MRS. HOFFMAN, *Voice Culture.*

The School of Music has for its object the foundation and the diffusion of a high musical education, which, based on the study of classic masters, embraces whatever is good in modern art. The school endeavors to attain this end by well-grounded instruction, imparted not only to amateurs whose object it is to acquire a correct knowledge of music, but also to those who wish to devote themselves to music as teachers. Most of the members of the Music Faculty have had the advantages of instruction in the Conservatories of Europe. There are thirty-eight (including four grand) pianos, a pipe organ, and other instruments in the institution for the use of the School.

Frequent soirées are given throughout the session at which the pupils acquire the ease and self-possession necessary to creditable performance before an audience. Lectures on musical topics, and recitals, are given from time to time by members of the Music Faculty.

Diplomas and Certificates

The Diploma of graduation in any branch of music is made to depend on the knowledge and ability of the pupil, not on the length of time she has studied. For graduation the pupil must give proof of her qualifications by a public recital, embracing all styles of composition. She must also pass a successful examination in Class III of Music Theory.

The pupil giving proof of fair ability and success in any class of music study is entitled to a *Certificate of Distinction*.

A *Certificate of Proficiency* is given for satisfactory final examination in the last year's course of any single branch of music.

The Course of Study

embraces Pianoforte, Organ, Voice Culture, Violin, Theory of Music.

A.—Pianoforte

The most approved modern methods for the systematic development of tone and technic (Mason's "Touch and Technic," Virgil's "Foundation Studies," Phillips' Technical Studies, Joseffy's Technical Studies, etc.,) are employed in the study of the pianoforte, supplemented by classical and modern compositions and Etudes according to the needs of the student.

The more advanced pupils will be given opportunity to join classes for the purpose of reading, at sight, arrangements of classical compositions for two pianos.

B.—Organ

Students of this instrument must have good attainments in piano playing, and ought to join the classes of Harmony, Counterpoint, and Musical Form, as these studies are of special importance to organists. All pupils have opportunity for playing in public, either in concerts or during the chapel services.

We have a pipe organ, built by Labaugh & Kemp, New York, of two manuals and two octaves' pedal, with twelve registers and three couplers.

C.—Voice Culture

The method taught is such as to develop and strengthen the voice, the first aim being beauty of tone and proper breath-control—then facility of execution. Exercises and studies by

Lankow, Viardot, Concone, Marchesi, and others, are used. Songs are given as soon as the pupil has formed some idea of correct tone-production, and she is gradually made familiar with the best Italian, German, French, and English composers.

Pupils of sufficient advancement will have the advantage of training in concerted numbers. Quartets and choruses are drilled by the music director.

A cantata or operetta is given each session by the vocal students.

Sight Singing

Instruction is given in Sight Singing and Chorus Singing twice a week. This class is obligatory upon all vocal pupils, and open, without extra charge, to all pupils of the Music Department.

D.—Violin

The plan of study in this department is designed to create a taste for music of a high order, and to arouse enthusiasm for an instrument which is constantly growing in favor with young ladies.

The plan of work aims at thorough preparation for foreign study, at the same time adapting itself to the needs of students who are not preparing to be artists or teachers.

Ensemble classes are arranged as preparation for orchestral work. All violin pupils join the Hollins String Orchestra, which has always been one of the prominent features at the public recitals and entertainments.

E.—Music Theory

The study of Music Theory comprises General Music Knowledge, History of Music, Harmony, Musical Form, and Analysis. The class in General Music Knowledge is obligatory upon all pupils taking Instrumental Music, until successful examination has been passed.

The study of Theory greatly facilitates a student's understanding and rendition of piano and organ music, and is indispensable for one who wants to make a specialty of music.

Class I. General Music Knowledge and History of Music.

Class II. Introductory Harmony and History of Music.

Class III. Modulation, Analysis, and Musical Form.

Department of Art

MISS STONE.

In this department Drawing and Painting are taught. A knowledge of the principles of drawing is essential to the successful study of any branch of Art; and accuracy of Drawing is to be desired above all things. From the first lessons a few simple principles are taught; these form the basis for all work. By studying from objects, still-life, and nature, the pupil creates pictures and does not simply copy those made by some one else. It is the aim of the course so to train the mind and hand that the pupil becomes able to appreciate the highest and best in Art, and to produce, unaided, pictures which will be elegant and pleasurable ornaments for home.

Class I. Elementary Drawing—Outline drawing from objects; outline drawing, details of human figure from casts; drawing from still-life; Charcoal, Pen and Water-Color.

Class II. Figure Drawing and Painting—Heads from casts, still-life groups from objects, landscapes from an approved model or from nature. History of Art. Historic Ornament. Principles of Design.

Class III. Painting in oil and drawing from the Antique in Charcoal, Figures from the Antique; Still-life Groups; Portrait Heads from life; History of Art and Study of Lives of Eminent Artist; Historic Ornament and Design; Practical Perspective (one lesson a week); Sketch Class once a week.

Pupils will be given test studies, on which will depend their advancement into a higher class.

A Distinction of Proficiency in Drawing will be given to the student whose work admits her to the Art Students' League of New York, to which institution her drawings will be sent for examination. Applicants for a Proficiency in Painting must pass the examination for a Proficiency in Drawing as well as for that in Painting.

A Diploma of Graduation will be given to the student who

has completed the four years' course and whose work admits her to the *Life Class* of the Art Students' League.

An advanced course will be furnished those students who desire to fit themselves for teaching and for European art study.

An exhibition of the students' work is held at the middle and close of each school year.

The History of Art

I. EGYPTIAN ART: Architecture, Sculpture, and Wall Painting, motives, methods, subjects.

ASIATIC ART: Central and Western Asia, India.

GREEK ART: Architecture, General System, Secular Buildings, Wall and Vase Painting, Sculpture.

ETRUSCAN ART: Origin and Development.

ROMAN ART: Mural, Portrait, Architecture, Monuments of Honor, etc.

MEDIEVAL ART: Early Christian, Byzantine.

II. GOTHIC ART: English Cathedrals, German, French, Italian, Spanish, Sculpture, Painting.

MODERN ART: Renaissance Period. Architecture and Painting. Florentine School, Flemish, German, Venetian, Dutch, Spanish, English.

Books used for class and reference: History of Art (Lübke); History of Painting (Van Dyke); Roman and Mediæval Art (Goodyear); History of Art (N. D'Anvers); Christ in Art (French); Madonna in Art (Hurlll); Saints in Art (Clement).

Class of Design

This class meets daily, and for the nominal fee of ten dollars any pupil of the school may have the privilege of joining.

Its object is to afford instruction in the theory and practice of freehand drawing with study of the History of Art. Primarily the work is intended for the art pupils; but realizing the broadening influence of such a course, we would urge all who can to avail themselves of this opportunity to gain

knowledge of the historical development of Art. The Course includes very practical work in drawing as well as the theory of design. No previous knowledge or talent is necessary to admit one to the class.

Expression, Dramatic Art, and Gymnastics

MISS BECK.

The purpose of the Expression Department is to make natural, artistic readers by means of the most thorough and comprehensive instruction for the development of effective delivery in all forms of expression. It is intended for a school of training and personal culture. The controlling principle in the Expression Department is the development of each individual. Such problems and practices are assigned and such assistance is given as will enable the student to realize her own possibilities, and develop and manifest her individuality.

COURSE OF INSTRUCTION.

Class I. (a) Elementary principals of vocal and pantomimic expression, (b) quality of voice, (c) articulation, (d) harmonic Gymnastics, (e) problems in thinking: narrative, lyric and dramatic, (f) preparation of readings, (g) criticism.

Class II. (a) Vocal expression, (b) rhythm and melody in speech, (c) modulations of voice, (d) pronunciation, (e) pantomimic problems, (f) vocal interpretation of literature, (g) dramatic platform art, (h) criticism.

Class III. (a) Harmony in vocal expression, (b) agility of voice, (c) co-operative pantomime, (d) dramatic art, (e) imagination and dramatic instinct, (f) criticism.

SELECTIONS FOR READINGS

From classic and modern writers. Interpretations of all forms literature.

Readings, new and original, arranged by the student herself, from short stories and scenes from dramas and novels, and abridgement of books for platform reading.

Lectures, sight reading from classics and current magazines and papers.

Gymnastics

Systematic exercise for the preservation and development of the physical powers, and to counteract and correct tendencies to abnormal development. Free standing and apparatus work. Swedish system.

Certificates and Diplomas are conferred upon those only who pass satisfactory examination on the theoretical part of the course and give evidence of practical work accomplished.

Special students of Elocution are required to take Physical Culture.

Bookkeeping, Stenography and Typewriting

MISS SCOTT.

The science of accounts is taught by a course of instruction—theoretical and practical—in Bookkeeping by single and double entry.

A thorough course in Typewriting and Stenography is provided, and the student is given practical instruction in writing business letters, reporting addresses, etc.

The Munsen system of Stenography is used.

Sub Collegiate Classes

To those pupils who are not prepared to enter the Freshman classes, the following are offered:

Each class has five recitations a week (45 minutes).

English: Higher Principles of English Grammar, Rhetoric, Composition, and selections from American and British authors.

TEXT-BOOKS: *Principles of Grammar*, Davenport and Emerson Riverside Literature Series.

Latin: This class is mainly employed in mastering the

forms and elementary syntax of the language, and reading the easier Latin writers.

TEXT-BOOK: *Foundations of Latin* (Bennett).

Mathematics: There are two classes in Mathematics in this department. One class studies advanced Arithmetic, and the other Algebra as far as Quadratic Equations.

TEXT-BOOKS: *Academic Arithmetic* (Wells); *Algebra for Secondary Schools* (Wells).

History: First Term: *History of England*. (Andrews.)

Second Term: *History of the United States*. (White.)

A thorough drill is given in the facts in English and American History. Emphasis is laid upon the relations of causes and effects of events, and every effort is made to forcibly show the difference between reading and studying history. Charts and maps are extensively used in this course.

Physical Geography: The Elementary facts of Physical Geography are treated, as far as practicable, in relation to their causes and their consequences upon the development of mankind. Free use is made of the apparatus of the Physical Laboratory, charts, maps, etc., to illustrate the various phenomena studied.

TEXT-BOOK: Davis's *Physical Geography*.

Examinations

Pupils coming into this school are not subjected to rigid entrance examinations. They are assigned to such classes as their own statement as to previous work accomplished indicates they are prepared to enter. If they propose to take advanced classes they must give to the teacher satisfactory evidence of preparation for same. Examinations occur at the completion of specific portions of the course in each department of study. The first of these are held the middle of December.

Examinations have always been conducted on the Honor System. The student is required at the close of the examination to write over her signature that she has not received or given assistance.

The teacher of the class, however, is present in the lecture-room during examination, not for the purpose of espionage; but to keep order and to lessen temptation.

Reports

Daily records of the attendance, deportment, and scholarship of the pupils is kept, from which quarterly reports are made and forwarded to parents or guardians about the first of the following months: December, February, April, and June. The value of each recitation, or exercise, is marked by numbers, one hundred being the maximum. The standing of the pupil for the quarter is the average of her daily marks. In these reports a general average of the grades attained in all her studies is also made. As a means of exciting to diligence and emulation, these reports are read in the presence of the whole school.

The Golden Report

Reports in which the general average of scholarship is 90, or more (one hundred being the highest grade), are called "Golden Reports," and by way of distinction are printed in golden type. This honor is attainable by any pupil in the school, whether in the highest or lowest classes. To attain this distinction the pupil's mark in deportment must be one hundred.

Scholastic Honors

A *Diploma* is awarded after satisfactory completion of the prescribed course in each department.

A *Certificate of Proficiency* is given after satisfactory examination upon certain special studies, either not included in the course for a diploma, or upon certain portions of the regular departments.

A *Certificate of Distinction* is given after satisfactory examination in any study in which the student does not receive a certificate of proficiency or a diploma.

The President's Medal for Scholarship

This is awarded to that student, who, in the regular Collegiate Department, has maintained the highest stand in daily recitations and examinations.

The candidate must have at least three Senior classes, and must attain a general average of at least 90 per cent.

The Academic Certificate

The Academic Certificate is given to those who have secured four or more diplomas—one, at least, from each of the following groups:

GROUP I.	English Language.	GROUP IV.	Mathematics.
	English Literature.		Physics.
GROUP II.	History.		Chemistry.
	Moral Science.		Botany.
GROUP III.	Latin.		Physiology.
	French.		
	German.		

Applicants for the Academic Certificate must submit to the Board of Instruction not later than the first day of May, an essay of approved merit, composed by herself, upon some literary or scientific subject.

The A. B. Degree

On the following page is given a list of studies required for this, the only degree which the school offers. It will be observed that for students prepared to enter the regular Collegiate Department, the course is arranged for completion in four years. Many, however, come prepared to enter as Sophomores, in which case, of course, three years would suffice.

No option whatsoever is allowed in the work of the Sophomore year. Those who enter as Juniors must give satisfactory evidence in some way of having covered these required studies before the degree will be conferred. If any one of them

should not be continued as a Junior or Senior study, the student must stand the examination on the same at some time during her residence here.

In the Junior and Senior years considerable option is allowed in the choice of studies. It is expressly understood, however, that no study selected as a Junior may be afterward counted as one of those required in the Senior year. Take III English for example. If this, instead of III History, is selected as one of the Junior studies, it may not be counted as one of the four required in the Senior year. If, however, III History and III English are both elected by the student, one of them will count in the Senior year.

We most earnestly urge all students to take the regular course here outlined, even though they may not be able to complete the entire work and secure the degree, as we regard it the most satisfactory arrangement from an educational standpoint.

We shall be glad to confer with any who contemplate taking the degree, and advise them as to their course, taking into consideration their peculiar preparation and needs.

Course of Study Leading to the A. B. Degree

Freshman Year

REQUIRED STUDIES:

I English (4*); I Latin or I Greek (4); I French or I German (5);
I Mathematics (4); I History (4); Composition (1).

Three-quarter hour recitations.

Sophomore Year

REQUIRED STUDIES:

II English (3); II Latin or II Greek (4); II French or II German
(4); II Mathematics (3); II History (3); Composition (1).

One hour recitations.

Junior Year

REQUIRED STUDIES:

One study from each of the following groups:

Group 1: III English (3); III History (3).

Group 2: III Latin (3); III Greek (3); III French (3); III German (3).

Group 3: I Moral Science (3).

Group 4: I Chemistry (5); I Physics (5).

Group 5: I Botany (3); I Physiology (3).

Group 6: Composition (1).

One hour recitations.

Senior Year

REQUIRED STUDIES:

Four of the following:

IV English (3); III English or III History (3) (the one not elected in Junior year); III Latin or III Greek (3) (the one not elected in Junior year); III French or III German (3) (the one not elected in Junior year); III Mathematics (3); II Chemistry (3); II Physics (3); Political Economy (3); II Moral Science (3); II Physiology (3); II Botany (3); II History of Art or III Music Theory (3).

One hour recitations.

Applicants for the A. B. degree must submit to the Board of Instruction not later than the first day of May, an essay of approved merit, composed by herself, upon some literary or scientific subject.

*Figures in parenthesis indicate number of recitations per week.

Expenses

The charge for boarding pupils for session of nine months, including (1) Instruction in all collegiate studies and class Elocution; (2) furnished room, board, heat, electric light; (3) Physician's attendance and Infirmary attention (except in cases where exclusive services of nurse are required); (4) Laundry (a reasonable number of pieces); (5) use of Library and Reading-Room; (6) attendance at all lectures, recitals, etc. (see Page 13).....\$325.00

Special Studies

Piano.....	\$75.00
Pipe Organ.....	75.00
Violin.....	75.00
Voice Culture.....	75.00
Music Theory (Class II or III).....	25.00
Use of Piano one hour daily.....	10.00
Use of Organ one hour daily.....	15.00
Art (Drawing, Painting, etc.).....	50.00
Design.....	10.00
Elocution (special).....	50.00
Physical Culture.....	10.00
Fencing.....	20.00
Stenography, Typewriting and Bookkeeping, each...	30.00
Any two.....	50.00
All three.....	60.00

Fees

Department Diplomas (each).....	\$ 1.00
Academic Certificate.....	3.00
A. B. Degree.....	5.00
Chemistry.....	10.00

Payments are made in three installments:—One hundred and thirty-five dollars (\$135.00) on entrance, and of the balance one-half on the fifteenth of December and one-half the fifteenth of March.

No pupil is received for a shorter time than the full school year, or the remaining portion thereof at the time of entrance.

No deduction is made from regular, or special, charges the first and last months of the session or for temporary absences during the session.

No deduction is made for the withdrawal of a pupil except in cases of protracted illness.

When a pupil is withdrawn on account of illness, or is required to leave as a matter of discipline, she is charged for tuition in regular and special studies to the end of the current half-session, and for board to the date of withdrawal (reckoned from the time the President is informed of the fact by parent or guardian.) Under no circumstances is the entrance payment of \$135.00 refunded.

Special studies are allowed only with permission of parent or guardian. When begun, however, they may not be discontinued without payment to end of current half-session.

The charge for Music and Elocution includes two half-hour lessons weekly. For additional lessons in these studies charges are made at regular rates.

The charge for Art includes two hours daily in the studio. For each additional daily hour a charge of ten dollars (\$10.00) is made for the session.

Text-books, stationery, sheet music, art materials and medicine are furnished at regular retail prices. When such items are not paid for in cash, they are charged to the individual, and a statement of same is rendered to the parent or guardian with the regular school account, December 15th, March 15th, and the end of the session.

Pupils furnish only towels and napkins for their own use.

A liberal deduction is made to daughters of ministers of the Gospel.

When two sisters come together, a deduction of \$20.00 is made from each account.

Transportation

No charge is made for transportation of pupils and their baggage from and to our station at the opening and close of the

session. For all other transportation a reasonable charge is made.

Christmas Holiday

This recess will begin Thursday, December 19, at 12 M. The exercises of the school will be resumed on Saturday, January 4, at 8 A. M. No extra charge is made to those who remain at the Institute during holidays. Parents are urged to conform to these dates in giving permissions to their daughters.

Failure to conform to these dates renders the pupil liable to be disciplined by the Faculty.

Cottages for Rent

There are two well constructed cottages of eight and ten rooms respectively on the Institute grounds. They are rented from year to year by parties who prefer to be with their daughters while at school. Those who rent them may receive boarders at their own charges, provided such boarders are subject to the regulations of the school. These cottages are well furnished, commodious and comfortable. Both are supplied with water. One is heated by steam and the other by open grates. Apply to the General Manager for terms.

Literary Societies

Of these there are two connected with the Institute, the Euzelian and the Euepian. Their weekly meetings are of great interest and profit to the members. The exercises are varied; reading from standard authors and from the leading magazines of the day are a potent means of improvement, but the center of power and of interest lies in the original work of the members themselves—in essays, in written debates, and in the general discussion of questions, practical and literary. Thus not only training is secured, but no inconsiderable store of information. Best of all, the student, bringing to bear upon

the subjects under consideration what she has learned in different lines, discovers for herself something of that unity and harmony of knowledge which so fires the mind to further search. Though the Faculty show their interest by visits and occasional suggestions, yet the control and conduct of the societies lies wholly with the members themselves. This encourages a freedom of thought and a zest for action which is most broadening, and which is counterbalanced by the recognition on the part of the members of the responsibility devolving upon themselves to do and be only what is worthy of this Institute.

With rare exceptions, those who have attained marked success as students in this school have been members of one or the other of these organizations. Therefore, parents who desire to secure for their daughters breadth of intellectual training, would do well in urging them to avail themselves of this means of growth and culture.

Each society has a commodious hall appropriately furnished.

Publications

Two publications are sent out each session by the pupils of the school, *The Hollins Quarterly*, which appears in December, February, April, and June, and *The Spinster*, which appears about the close of the session. The former is edited and managed entirely by a board of editors elected from the literary society members; the latter by a board elected from the student body. These publications are well conducted and are sources of great pleasure and profit to the students having them in charge, as well as to the school at large.

The Euzelian Scholarship

This scholarship, founded in 1896 by the Euzelian Society, is designed to assist deserving but needy students in the attainment of higher training in English and other branches of a liberal course of instruction. It entitles the incumbent to free tuition in the full collegiate course for the session.

The conditions of incumbency are that the beneficiary

shall be a member of the Euzelian Society, or shall become so immediately upon receiving the appointment; that she shall be of such maturity of mind and character, and shall have reached such a stage of advancement in collegiate work, as shall qualify her to enter Senior classes in Hollins Institute; and that English shall be one of the courses elected.

The appointment of this scholarship is to be made at the close of each session for the session following, and by a committee consisting of the President of the Institute, the Professor of English, and the final President of the Euzelian Society. In making the appointment, the committee will be guided, not by scholarship alone, but also by other evidences of peculiar fitness; and more especially by a consideration of the need, on the part of the applicant, of the assistance applied for.

The Euepian Scholarship

This scholarship, founded in 1900 by the Euepian Society, is designed to assist deserving students in securing scholastic training at Hollins Institute. It entitles the incumbent to free tuition in the full collegiate course for one session, or more, if necessary.

The conditions of incumbency are that the beneficiary shall be a member of the Euepian Society, or shall become one immediately upon receiving the appointment; that she shall be of excellent character, and shall be sufficiently mature in mind to qualify her to enter at least Sophomore classes in Hollins Institute; and that English Literature and one language, either ancient or modern, be among the courses elected.

The appointment of this scholarship is to be made at the close of each session for the session following, and by a committee consisting of the President of the Institute, the Professors of Ancient Languages, Modern Languages, and English Literature, and the four final officers of the Euepian Society.

The Young Women's Christian Association

This Associaton has as its object the promotion of the religious interests of the students. Though the privilege of

membership is extended to the Faculty, the active work and the direction of the Association are entirely in the hands of the students themselves. A service is held weekly in the Y. W. C. A. rooms, and also a monthly missionary meeting. The Association works in various ways to promote right living, and is a prominent factor for good in the Institute.

OFFICERS

1906-'07

1907-'08

HELEN BARKSDALE.....	<i>President</i>	MARY BARKSDALE
ELLEN WITT.....	<i>Vice-President</i>	ELLEN WITT
CATHERINE BRYAN.....	<i>Secretary</i>	RUBY DICKINSON
LAURA ARMITAGE.....	<i>Treasurer</i>	MARY MILES

Alumnæ Association

This organization meets annually during Commencement. Due notice is given each year by the executive committee as to the day and hour of meeting. The object of the Association is to foster among the Alumnæ sentiments of affection for their Alma Mater and of regard for each other. All ex-pupils are eligible to membership. The officers are as follows:

President: Mrs. Thos. P. Bagby, West Point, Va.

First Vice-President: Mrs. Helen McLean Agnew, Burkeville, Va.

Second Vice-President: Mrs. J. M. McBryde, Jr., Sweet Briar, Va.

Recording Secretary: Miss Mary Williamson, New Market, Va.

Corresponding Secretary: Miss Thalia Hayward, Hollins, Va.

Treasurer: Miss Hallie Battaile, Boggs, Va.

Executive Committee: Miss Aileen Ward, Darlington, S. C.; Miss Katherine Tupper, New York; Mrs. J. P. Barbee, Hollins, Va.; Miss Emma M. Thom, Ashton, Md.; Miss Stella Stras; Miss Mary Sue Dew.

For several years this Association has been deeply interested and actively engaged in raising a Memorial to the Founder of Hollins Institute. The proposed Memorial is a Library Building, on which the work will begin during the

year 1907-08. The following committee has this work in charge:

Miss Marian S. Bayne, Hollins, Virginia; Mrs. Albert A. Mack, Syracuse, New York; Mrs. E. F. Clay, Paris, Kentucky; Mrs. Thomas P. Bagby, West Point, Virginia; Miss E. P. Cleveland, Hollins, Virginia; Miss Agnes C. Terrell, Hollins, Virginia; Miss Elizabeth L. Puryear, Orange, Virginia; Miss Mary Williamson, Hollins, Virginia.

The Library and Reading-Room

The Library contains about three thousand volumes selected with special reference to the needs of the various departments of study.

The Reading Room is supplied with four daily newspapers, twelve weeklies (religious and secular), and twenty-eight of the leading monthly magazines.

These rooms are open daily to the school.

Athletics

The Athletic Association, organized by the students, and under the general supervision of the Faculty, takes charge of outdoor sports, such as tennis, basket-ball, etc. The grounds for these sports are conveniently located, and are freely used except in the most inclement weather. The gymnasium is equipped with necessary appliances, and is under the supervision of the teacher of Physical Culture. In addition to these organized sports, the surrounding country, which abounds in beautiful and picturesque scenery, offers many attractive walks. Frequently, during the fall and spring months, large parties visit the Falls, Tinker Mountain, and other places of local interest. These rambles conduce largely to the health, vigor and happiness of the students.

Pianoforte Recital

GIVEN BY

MISSES CLAUDIA WOOD AND TINA FONTAINE

(Pupils of Mr. E. B. Michaelis)

May 27, 1907

Programme

Concerto in A minor, op. 54 *Schumann*

First movement

(Orchestral part on Second Piano)

MISS CLAUDIA WOOD

Impromptu in F sharp major *Chopin*

Hungarian Dance No. 7 *Brahms*

Mazurka, op. 24, No. 2 *Leschetizky*

MISS TINA FONTAINE

Märzwind, op. 46, No. 10 *MacDowell*

Chant Polonais, (Meine Freuden) *Chopin-Liszt*

Cracovienne fantastique, op. 14 *Paderewski*

MISS CLAUDIA WOOD

Concertstück, op. 79 *Weber*

(Orchestral part on Second Piano)

MISS TINA FONTAINE

Commencement Concert

Tuesday, June 4th, 1907, 7:30 p. m.

Programme

- Marche aux Flambeaux *Clark*
ORCHESTRA
- Piano—Venetian Love Song *Nevin*
Poupée Valsante *Poldini*
MISS MAYME JENNINGS
- Vocal Solo—Beauty's Eyes } *Tosti*
 Could I }
 MISS J. BENTLEY WYSOR
- Piano—Miserere from "Il Trovatore" *Verdi-Spindler*
MISS CLEOPATRA EDWARDS
- Violin—Serenade *Pierné*
MISS CARRIE POOL
- Organ—Salut d'amour *Elgar*
Grand Chorus *Dubois*
MISS ELIZABETH DARLINGTON
- Piano Duo—Impromptu *Reinecke*
MISSSES SEAY AND WINGFIELD
- Vocal Solo—Oh, Gentle Page *Mattei*
MISS ORA TURNER
- Piano—Rigoletto *Verdi-Liszt*
MISS SALLY GRAY SHEPHERD
- Violin—Fantaisie Militaire *Léonard*
MISS LA VERNE BRUCE
- Piano—Concerto in D major (first movement) *Haydn*
 (Orchestral part on second Piano)
MISS LOUISE HALL
- Bridal Chorus from "The Rose Maiden" *Cowen*
CHORUS CLASS AND ORCHESTRA

Commencement Day

Wednesday, June 5th, 1907

10:00 A. M.

Programme

PROCESSIONAL Grand Chorus *Dubois*

MISS ELIZABETH DARLINGTON

HYMN "Come, Thou Almighty King" *Wesley*

Prayer

Delibery of Diplomas in Departments

OVERTURE "LUSTSPIEL" *Kéler-Béla*

ORCHESTRA

Address to the School

DR. E. A. ALDERMAN, UNIVERSITY OF VIRGINIA

PIANO SOLO . . Impromptu in F sharp major *Chopin*

MISS TINA FONTAINE (Graduate)

Delibery of Scholarship Medal

Conferring the Academic Certificate

PIANO SOLO Cracovienne fantastique *Paderewski*

MISS CLAUDIA WOOD (Graduate)

Conferring the A. B. Degree

DR. WM. H. PLEASANTS, DEAN OF THE FACULTY

MARCHE AUX FLAMBEAUX *Clark*

ORCHESTRA

Certificates of Proficiency

June 5, 1907

Psychology and Ethics

EDITH McLAUGHLIN.....	Virginia
CARRIE POOL.....	South Carolina

Logic

LULA VIRDEN.....	Alabama
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Ethics

LULA VIRDEN.....	Alabama
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Theory and History of Music

ELIZABETH CURTIS.....	Virginia
TINA FONTAINE.....	Virginia
CLAUDIA WOOD.....	Arkansas

History of Music

TRUXIE LACKLAND.....	Alabama
SALLIE SHEPHERD.....	Virginia

Charcoal Drawing

FLORENCE LOCKHART.....	Kentucky
PHOEBE HUNTER.....	Pennsylvania
FLORENCE WEATHERLY.....	Alabama

Water Color Painting

ELLIE MILLS.....	Texas
BERNEY RAY WADDELL.....	Mississippi

China Painting

JANIE LAWSON.....	Virginia
FLORENCE LOCKHART.....	Kentucky
MURIEL WICKS.....	Texas

Graduates in Departments

June 5, 1907

English Language

HELEN BARKSDALE	Virginia
ANNA CAMPBELL	Virginia
MAY COLLINS.....	Alabama
ANNIE DARLINGTON	District of Columbia
LOUISE HALL	Tennessee
PEARL HUDSON	Virginia
LUCY PURYEAR	Virginia
SELENE RADFORD.....	Virginia

English Literature

MARY BARKSDALE	Virginia
LORA CRUMP	Virginia
CLARINDA CRUPPER.....	Virginia
ELIZABETH CURTIS	Virginia
RUBY DICKINSON.....	Virginia
CONSTANCE HARLAN.....	Texas
ROSE P. HAYWARD.....	Louisiana
MARY SULLY HAYWARD.....	Louisiana
EDITH MCFALL	South Carolina
MARY MILES.....	Virginia
LOUISE MURPHY	Texas
CARRIE POOL.....	South Carolina
JOSEPHINE RODEBAUGH	Ohio
SALLIE GRAY SHEPHERD.....	Virginia
MARY PRESSLEY SMITH.....	Kentucky
RUBY RAY SMITH.....	Virginia
MARY STONE	Virginia
HELEN STEINER	Alabama
BERNEY RAY WADDELL	Mississippi
JULIA BENTLEY WYSOR	Virginia

Latin

LORA CRUMP.....	Virginia
CONSTANCE HARLAN.....	Texas
MARY MILES	Virginia
EULA MAXFIELD.....	Arkansas
BERNEY RAY WADDELL	Mississippi
JULIA GRESHAM.....	South Carolina

French

LUCY ANDERSON.....	Virginia
LAURA ARMITAGE.....	Virginia
ANNIE DARLINGTON	District of Columbia
CLARA ELLEN FORBES	Alabama
EDITH McLAUGHLIN.....	Virginia
RUBY RAY SMITH	Virginia
MARY STONE	Virginia
KATIE STONE	Virginia
JANE WINGFIELD.....	Virginia
CECIL WITTEN.....	Virginia

German

ANNA CAMPBELL.....	Virginia
GERTRUDE OBERHOLTZER.....	Pennsylvania
HELEN STEINER.....	Alabama

Greek

EULA MAXFIELD.....	Arkansas
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Mathematics

LIZZIE BENNET	Georgia
JULIA GRESHAM.....	South Carolina
MARY PRESSLEY SMITH.....	Kentucky
SAIDA SELIGMAN.....	Alabama

Physics

ANNIE DARLINGTON.....	District of Columbia
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History

LAURA AMITAGE.....	Virginia
MARY BARKSDALE.....	Virginia
LOUISE CLARKE	Virginia

CLARINDA CRUPPER	Virginia
ELIZABETH CURTIS.....	Virginia
ANNIE DARLINGTON	District of Columbia
SELENE RADFORD	Virginia
BERNEY RAY WADDELL.....	Mississippi

Moral Science

(Psychology, Ethics and Logic)

HELEN BARKSDALE.....	Virginia
CATHARINE BRYAN.....	China
ANNA CAMPBELL.....	Virginia
MAY COLLINS	Alabama
LORA CRUMP.....	Virginia
ANNIE DARLINGTON	District of Columbia
JULIA GRESHAM.....	South Carolina
LOUISE HALL	Tennessee
PEARL HUDSON.....	Virginia
CONSTANCE HARLAN.....	Texas
LUCY PURYEAR.....	Virginia
SELENE RADFORD.....	Virginia

English Bible

NANNIE B. WADDELL.....	Maryland
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Botany

MARY BARKSDALE.....	Virginia
MAY COLLINS.....	Alabama
PEARL HUDSON	Virginia

Physiology

NELLIE ANDERSON.....	Virginia
LAURA ARMTIAGE.....	Virginia
CATHARINE BRYAN	China
LOUISE CLARKE	Virginia
LORA CRUMP.....	Virginia
CLARINDA CRUPPER	Virginia
CLARA ELLEN FORBES.....	Alabama
CONSTANCE HARLAN.....	Texas
ROSEBUD HOBSON.....	Kentucky
FLORENCE LOCKHART.....	Kentucky
LUCY PURYEAR	Virginia

MARGARET TALBOTT.....	West Virginia
BERNEY RAY WADDELL.....	Mississippi
ELLEN WITT	Virginia

Piano

TINA FONTAINE	Virginia
CLAUDIA WOOD.....	Arkansas

Elocution

HELEN BARKSDALE.....	Virginia
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Academic Certificate

LAURA ARMITAGE.....	Virginia
English Literature, History, French, Physiology.	
HELEN BARKSDALE.....	Virginia
English Literature, English Language, History, English Bible, Botany, Moral Science, Elocution.	
LORA CRUMP.....	Virginia
English Literature, Latin, Moral Science, Physiology.	
JULIA S. GRESHAM.....	South Carolina
Latin, French, Mathematics, Moral Science and II English Literature.	
CONSTANCE HARLAN.....	Texas
English Literature, Latin, Moral Science, Physiology.	
BERNEY RAY WADDELL.....	Mississippi
English Literature, History, Latin, Psychology.	

Bachelors of Art

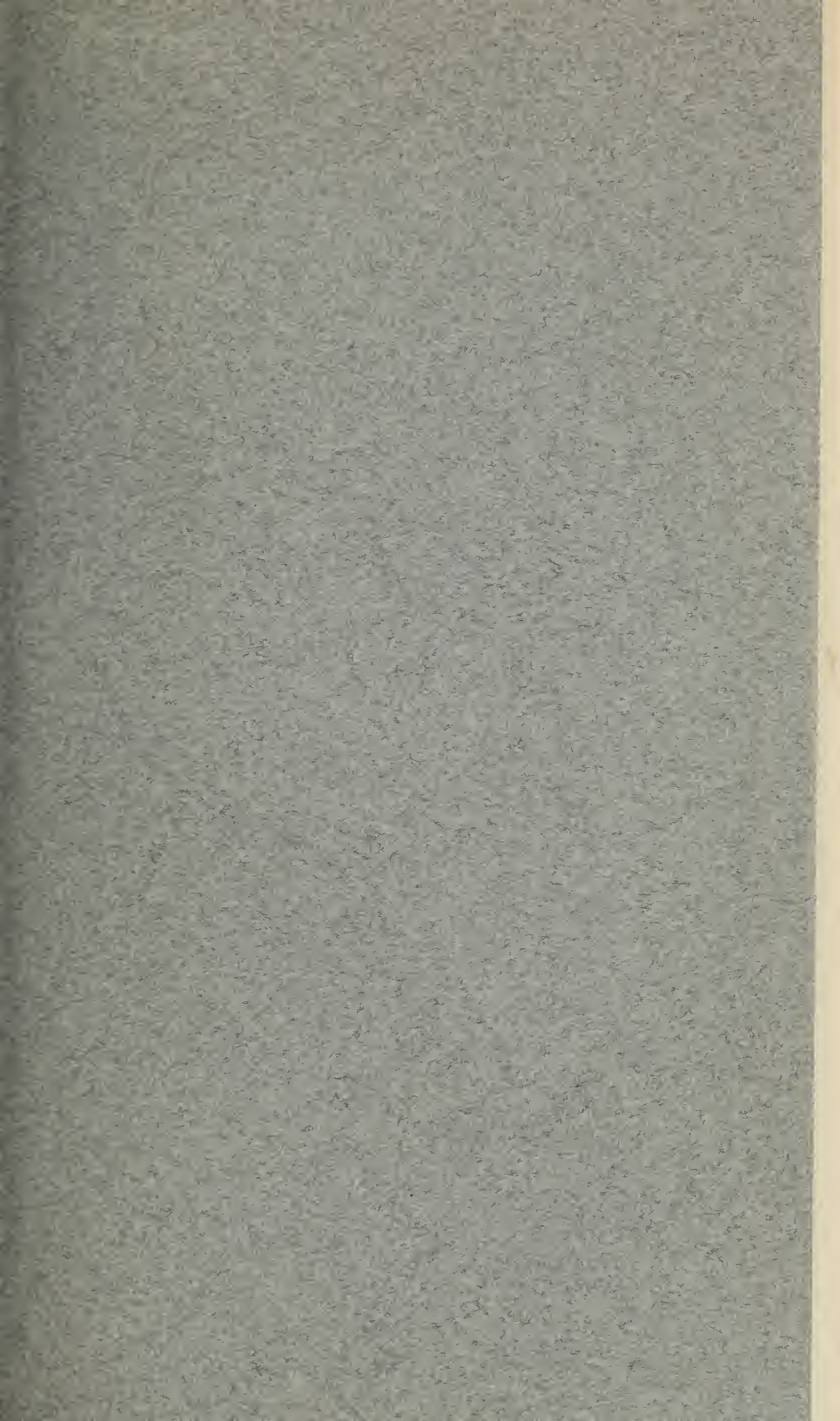
ANNA MONTGOMERY CAMPBELL.....	Virginia
MAY FLOWERS COLLINS.....	Alabama
ANNIE CHARLOTTE DARLINGTON.....	District of Columbia
MARGARET LOUISE HALL.....	Tennessee
MARGARET PEARL HUDSON.....	Virginia
LUCY GOODE PURYEAR.....	Virginia
SELENE NORVELL RADFORD.....	Virginia

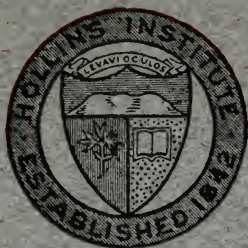
President's Medal for Scholarship

LUCY GOODE PURYEAR.....	Virginia
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THE LIBRARY
OF THE
UNIVERSITY OF ILLINOIS

1907-1908

Hollins Institute

Virginia

SIXTY-FIFTH ANNUAL REGISTER

OF

Hollins Institute

Virginia



SESSION 1907-1908

ANNOUNCEMENTS FOR SESSION 1908-1909

ROANOKE, VIRGINIA
The Stone Printing and Manufacturing Company
1908

Calendar for Session 1908-1909

1908

SEPTEMBER 16TH, *Wednesday*—Opening Day.

OCTOBER—,—"Tinker Day." Holiday.

NOVEMBER 26TH, *Thursday*—Thanksgiving Day. Holiday.

FRIDAY, DECEMBER 18TH, 4 P. M. TO TUESDAY, JANUARY 4TH,
8 A. M.—Christmas Recess.

1909

FEBRUARY 21ST—Founder's Day. Holiday.

MAY 29TH TO JUNE 2D—Commencement.

To the Patrons of Hollins Institute

The death of Dr. Charles L. Cocke, on the fourth of May, 1901, closed the career of a man who had for a period of fifty-five years consecrated with enthusiastic devotion all of his powers to the higher education of the women of the South. The plans inaugurated in his early manhood contemplated the building up of an institution of sufficient size to be a factor in the educational development of the country—an institution whose literary standards should be such that its certificates would be a guarantee of efficient work actually done, and whose moral and social life should be of such a character as one would expect to come in contact with in a cultured Virginia home. That these ideals have been accomplished is a matter of history, and their existence is a part of the institution.

Dr. Cocke would have considered that much of his life had been in vain, had he not made proper provision for the continuation of the work that had been under his care for so many years. To this end, he designated those who should succeed him in the management of the institution. Indeed, owing to the infirmities of age, the affairs of the institution had for several years before his death been largely delegated by him to the following parties, who now have official charge:

MATTY L. COCKE.....	President
LUCIAN H. COCKE.....	Vice-President
JOSEPH A. TURNER.....	General Manager
M. ESTES COCKE.....	Secretary and Treasurer

Board of Governors.

	LUCIAN H. COCKE	
WILLIAM H. PLEASANTS		MATTY L. COCKE
	A. T. L. KUSIAN	
JOSEPH A. TURNER		M. ESTES COCKE
	MRS. C. H. COCKE.	

The above names are familiar to the patrons of the institution, and it is believed that no further assurance is necessary, that the institution will be conducted upon the same lines of conservative progress that have characterized its history for more than half a century.

Historical Sketch

This school opened its first session in the spring of 1842, under no distinctive name. It was known as the "School at Botetourt Springs," and was conducted in the interest of both sexes. Subsequently, as it continued to grow in strength and numbers, it was called "The Valley Union Seminary." For ten years it prospered on the original plan, and during that period sent forth many young men who became prominent in business and professional life. It was under the control of a joint stock company. In 1846, Charles L. Cocke was called to take charge, and from that time to the end of his life, in 1901, all his energies and powers were used to conduct and perpetuate an institution which might prove a blessing to the people without distinction of sect or class, and an honor to his native state.

In the year 1851, both departments being filled with pupils, the company determined, from various considerations, the controlling one being inadequacy of accommodations, to suspend the department of males, or transfer it to another locality. The most potent reason for continuing this school for girls exclusively, arose from the fact that there was at that time no chartered institution for girls in all Virginia—city or country—no institution with elaborate and systematic courses of study.

The session 1852-53 opened for girls only, with broad and elevated courses of study. The accommodations were very soon all filled, and since that time the school has continued to prosper. The fact that girls from many parts of Virginia eagerly entered the school and took advanced courses of study, many of them coming from uncultured homes, had a startling effect; for it demonstrated the fact that the people were in advance of their leaders on the question of the higher education for women.

The time had come for the higher education of girls, and that fact having been made palpable by the unlooked-for success of this institution, numerous christian schools were soon inaugurated in the state.

This school continuing to overflow with pupils, in 1855 Mr. John Hollins, of Lynchburg, a gentleman of wealth, inspired by his pious wife, Mrs. Anne Hollins, proposed to the company having charge of the property to place the entire enterprise in the hands of a self-perpetuating Board of Trustees. The company acceded to this proposition, and Mr. Hollins placed at their disposal the sum of five thousand dollars for further improvements. Having performed this noble deed of philanthropy, Mr. Hollins returned to his home and was soon stricken with paralysis, from which attack he never recovered. Mrs. Hollins, however, continued to be the fast and liberal friend of the school. She subsequently made several handsome donations, and would doubtless have heavily endowed it at her death but for the fact that her investments were totally swept away by the results of the war.

Until 1870 the school was sustained by Virginia patronage alone. It did not make itself known (and had no occasion to do so) beyond the limits of the state. Since that time it has drawn pupils from a much larger area; from twenty to thirty states are represented each session.

Besides the numerous cultivated characters it has given to society at large, its contributions to the teaching profession have been numerous and most creditable. Its graduates are found in the faculties of many public and christian schools of various denominations in this and other states. Its representatives also stand on nearly every foreign mission field.

Change of Charter and Organization

At the regular annual meeting of the Trustees, held on June 2, 1900, the Superintendent reported that the session (fifty-seventh) then about to close, was, all things considered, the most prosperous in the history of the school. He urged, as he had repeatedly done for years, the necessity of expansion and advance; that the premises were not adequate to meet the pressure from without, nor for affording the facilities demanded in a first-class school for young ladies in the present condition and demands of society. The Board, after due deliberation, determined to reorganize the corporate organization under which the school had been conducted from its origin, and by unanimous vote, a full Board being present, passed the following resolution:

"That the President and Secretary of the Board of Trustees of Hollins Institute are hereby authorized and directed to execute and deliver to Charles L. Cocke and the legal representatives of Charles H. Cocke, or to such corporation as they may designate, a deed with apt words of conveyance, and with covenants of general warranty, to, all and singular, the real estate and premises now owned and controlled by this Board, or to which it may be entitled, either in law or equity.

"That the said officers are also further authorized to transfer to the grantee, in the deed above mentioned, the right to use the name of 'Hollins Institute' as the title and name for an institution of learning for the education of young women, and also the good-will of the institution known as 'Hollins Institute,' which has been for many years conducted under the auspices of this Board, as well as all the rights and franchises now held by this Board under the various acts of the General Assembly of Virginia incorporating this institution."

The General Assembly of Virginia, during its session for 1901, granted a new charter to the corporation known as "Hollins Institute," and in pursuance of the foregoing resolutions a deed was executed granting and conveying to

the new corporation the premises, property, and franchises formerly held by the "Trustees of Hollins Institute."

Under this new charter Hollins Institute is empowered to hold funds and property to the amount of three hundred thousand dollars.

Principles Which Govern the School

This school closed its sixty-fifth annual session on the third day of June, 1908. During its history it has accomplished a great work. Thousands of young women have gone forth into life bearing its training and impress, and have filled, and many of them still fill, elevated positions in society, and, in many instances, places of high responsibility and influence.

The following general principles have been recognized as of prime importance, and have controlled its management:

I. CULTURE. *All true culture must come from within.*

The heart, the mind, the moral principles, the christian virtues, must have true training under pure and elevated standards in order to develop high culture and character.

II. DAILY LIFE. *The every-day life of a boarding school for young ladies must be kept up to true standards.*

The principles and habits, the ways and manners of girls during the scholastic period, are likely to cling to them through life and determine their positions, their success and their destiny. In all the daily and hourly contacts and associations of school-life, high-toned principles of honor and integrity, pleasant and tasteful manners, neat and appropriate attire, cleanliness of person, pure speech and high aspirations, should be recognized and inculcated.

III. HEALTH. *The physical health and development of girls at school is a matter of supreme importance.*

This school affords ample facilities for the preservation and development of physical health and vigor. In addition to a regular physical culture department, our grounds are beautiful, attractive, and extensive, embracing about thirty acres.

of land, with hill and dale, springs and brooks, and covered with hundreds of shade trees, all inviting to outdoor sports and pleasures so necessary to the health of student girls. We enjoy, further, the advantages of springs of sulphur and chalybeate water, one in close proximity to the buildings. This water possesses valuable medicinal properties. (See Page 35.) For cases of serious sickness ample and comfortable rooms are provided away from the noise and bustle of the school, and presided over by a superior resident physician and an experienced trained nurse.

IV. *Comfort in accommodations, free social intercourse with each other, with officers and their families, and such persons as are known to be proper parties to admit to the precincts of the school, wholesome and well prepared food in abundance, and amusements such as engage both mind and body—all these combined induce contentment, cheerfulness, and a condition of restful satisfaction.*

A girl whose normal condition is one of unrest, peevishness, dissatisfaction with herself and her surroundings, is not likely to make progress in moral, literary, or æsthetic culture. Every girl should be made to feel that she is in a home pervaded by the most generous and tender sympathies.

V. *An institution having charge of girls and young ladies who come from distant homes, must be pervaded with the conscious recognition of the grave and delicate responsibilities assumed, or it is unfit for a true and high mission.*

This school has always realized its high obligation to the parents and guardians of those committed to its temporary guardianship. It feels that in committing their daughters and wards to its training and guidance, they have imposed a most sacred trust, which it must fulfil at any cost of anxiety and care. The school being really one large family, composed of its teachers, its officers with their children, and the pupils, all on perfect social equality, the moral and social principles which hold sway must not be left to chance or doubtful precedent, but must be founded in truth and right, as determined by intelligent and wise authority.

VI. *Personal contact with the outside world, and especially with strangers, must be carefully guarded, and must be*

under the supervision and direct control of judicious officers. Parents, at their distant homes, are in no position to pass judgment in such cases.

The neglect, or total ignoring, of such a provision, has brought ruin to many a school. Under this principle this school has preserved a record untarnished by a single social scandal for sixty-five years—the period of its existence.

VII. *To meet the wants of a large school for girls, great variety of talent and a wide range of scholarship must center in the Faculty.*

Scholarship, however, is by no means the only requisite in a teacher; experience, “aptness to teach,” and personal adapt-
edness in character, habits, and manners, are of equal importance. Great care is taken to provide professors and teachers not only of superior scholarship, but possessed of those gifts and qualities which combine to make a true teacher and an accomplished officer.

VIII. *Patriotism and religion, in their true essence, above party and sect, should be inculcated in every school.*

In this school the pupils are encouraged to appreciate and love their country in all its vast domain, to cherish respect for, and admiration of, its great government, its great institutions, and its great people.

Daily, and especially on Sunday, are they impressed, by precept and example, with religious truths and principles and practice. They enjoy the privilege of hearing able ministers of the gospel of different communions, and they are also taught in christian truths by special lessons. The Bible is our text-book in religion.

A boarding-school for girls, of all places, is the most inappropriate arena for the discussion of party politics and sectarian tenets and distinctions. We discourage all such discussions.

Officers of Government and Instruction

Session 1907-1908

MISS MATTY L. COCKE, President.

LUCIAN H. COCKE, Vice-President.

MISS M. F. PARKINSON, Lady Principal.

JOSEPH A. TURNER, General Manager.

M. ESTES COCKE, Secretary and Treasurer.

WILLIAM H. PLEASANTS, LL. D. (University of Virginia),

Dean of the Faculty, Professor of Latin, Moral Science.

A. T. L. KUSIAN, LL. D. (Germany),

Professor of French, German, Spanish.

F. A. CUMMINGS, A. M. (Wofford College) M. A. (Columbia University),

Professor of English Language and Literature.

MISS A. C. TERRELL (Hollins),

Professor of History and Political Economy.

M. ESTES COCKE, M. A. (University of Virginia),

Professor of Physics and Chemistry.

CHARLES N. DICKINSON (University of Virginia),

Professor of Mathematics and Greek.

G. W. DRAKE, M. D. (Vanderbilt University),

Resident Physician, Professor of Physiology.

GEORGE BRAXTON TAYLOR, A. B., D. D.,

Resident Chaplain, Professor of the English Bible.

MISS THALIA S. HAYWARD,

Botany, French.

MISS ELIZABETH P. CLEVELAND, A. B. (Hollins),

English, Mathematics.

MISS MARY M. PLEASANTS, A. B. (Hollins),
Latin, History.

MISS MARY WILLIAMSON,
English Composition.

MISS MARIAN S. BAYNE,
Librarian and Registrar.

MISS CATHARINE BRYAN,
Assistant Librarian.

MISS BESSIE K. PEYTON,
Assistant in English Studies.

MISS W. M. SCOTT (Secretary to President),
Bookkeeping, Stenography, Typewriting.

MISS B. G. DICKINSON,
Secretary to Business Office.

Music

ERICH RATH, Director (Royal Conservatory, Berlin),
Piano, Organ, Theory.

E. B. MICHAELIS (Royal Conservatory, Leipsic),
Piano, Violin, Orchestra.

CARL HOFFMAN (New York),
Piano, Organ, Harmony, History of Music.

WILMAR R. SCHMIDT (Royal Conservatory, Leipsic),
Piano, Theory, Chorus.

MRS. E. B. MICHAELIS (New England Conservatory),
Piano.

MISS ESTELLE HUTCHINSON (Boston and Paris),
Voice Culture.

MRS. CARL HOFFMAN (Metropolitan College of Music,
New York),
Voice Culture.

Art and Elocution

MISS LUCIE P. STONE (New York, Paris),
Drawing, Painting, Design, History of Art.

MISS LOUISE VENABLE (Museum of Art, Boston),
Assistant in Art.

MISS MARY E. BECK (School of Expression, Boston),
Expression, Dramatic Art, Gymnastics.

Domestic Department

MRS. CHAS. H. COCKE.

MRS. J. P. BARBEE.

MRS. R. J. CUTHBERTSON.

MISS ELIZABETH KELLAM,
Superintendent of Infirmary.

J. HOWARD BRADLEY,
Steward.

Chaplains

DR. GEORGE BRAXTON TAYLOR.....Baptist

DR. W. C. CAMPBELL.....Presbyterian

REV. H. C. V. CAMPBELL.....Presbyterian

DR. F. V. N. PAINTER.....Lutheran

REV. ARCHER BOOGHER.....Episcopal

Occasional services by ministers of other denominations.
Methodist and Baptist churches in the immediate neighborhood.

Non-Resident Lecturers and Artists

The following is the list of lecturers and artists during the session 1907-1908.

October 7th—Dr. John Bell Henneman, Professor of English, University of the South, Sewanee, Tennessee.

November 2d—Dr. Henry M. Snyder, President of Wofford College, Spartanburg, South Carolina.

December 13th—Dr. Guy Carleton Lee, Johns Hopkins University, Baltimore, Maryland.

January 26th—Rev. Carter Helm Jones, D. D., Lynchburg, Virginia.

January 29th—Hon. Wm. Jennings Bryan, Lincoln, Nebraska.

February 21st—Dr. Edgar O. Lovett, Professor of Astronomy, Princeton, University.

February 29th—Dr. C. Alphonso Smith, Professor of English, University of North Carolina.

May 31st—Rev. T. Clagett Skinner, D. D., Roanoke, Virginia—Baccalaureate Sermon.

June 3d—Dr. Francis H. Smith, University of Virginia—Commencement Address.

November 18th—Gwilym Miles, St. Louis, Missouri, Concert Singer.

December 3d—Schubert Quartet, of Boston.

December 7th—Mrs. Isabel Garghill Beecher, Reader.

January 7th—Henry L. Southwick, Emerson College of Oratory, Boston, Massachusetts.

January 13th—Anton Kaspar, Washington, District of Columbia, Concert Violinist.

January 31st—Karl Jansen, Impersonator.

February 11th—Fraülein Frieda Siemens, Concert Pianiste.

March 30th—Professor Bancroft, Interpreter of Shakespeare's Songs, Boston, Massachusetts.

May 6th—Ben Greet Players, in two Shakespeare Plays.

Register of Students

Session 1907-1908

ABBOT, RUTH.....	W. W. Abbot.....	Georgia
	English, Composition, French, Mathematics, Piano, History.	
ABBOTT, MAUDE J.....	John S. Abbott.....	Illinois
	English, Composition, Piano, Voice, Art.	
ALDERMAN, MOZELLE.....	D. W. Alderman.....	South Carolina
	English, Composition, French, History, Piano, Music Theory.	
ANDERSON, NELLIE.....	Judge Geo. K. Anderson.....	Virginia
	English, Composition, Latin, German, Physics, Moral Science.	
ANDERSON, SUSIE.....	Judge Geo. K. Anderson.....	Virginia
	English, Composition, German, Mathematics, Physics, Physiology.	
ARMISTEAD, ELIZABETH.....	M. W. Armistead.....	Virginia
	Composition, Latin, German, Botany.	
ATWOOD, EDITH.....	J. R. Atwood.....	Virginia
	English, Composition, French, Voice, Piano.	
ATWOOD, VIRGILIA.....	J. R. Atwood.....	Virginia
	English, Composition, French, Elocution.	
BALDWIN, AMELIA.....	H. F. Baldwin.....	Louisiana
	English, Composition, Latin, French, Art, Mathematics.	
BANNER, WILLIE MYRTLE....	Mrs. J. M. Hill.....	Virginia
	English, Composition, French, Physiology, Piano.	
BARKSDALE, MARY OWEN.....	Judge Wm. R. Barksdale.....	Virginia
	Composition, German, Chemistry, Physiology, Moral Science, Piano.	
BEAR, MARION ROBINETTE....	Dr. Alexander Bear.....	Nebraska
	English, Composition, Latin, German, Mathematics, Violin.	
BARR, MILDRED.....	Mrs. Wm. H. Barr.....	Mississippi
	English, Composition, Latin, French, Mathematics.	
BELL, CAROLINE CASTLEMAN..	Thomas A. Bell.....	Missouri
	English, Composition, Piano, Art.	
BENNET, ELIZABETH T.	Mrs. W. B. Bennet.....	Georgia
	English, Composition, French, History, Piano.	
BETTY, GRACE.....	Thomas H. Betty.....	Alabama
	English, Composition, Physiology, Piano, Botany.	
BLACK, LOUISE.....	Alexander Black.....	Virginia
	English, Composition, French, Mathematics, History, Elocution.	
BOLTON, BERTHA.....	G. W. Bolton.....	Louisiana
	English, Composition, Latin, French, Mathematics, Piano.	
BOWER, HILL.....	Hiram Bower.....	Virginia
	Preparatory.	
BOWERS, MARGARET E.....	E. M. Bowers.....	Texas
	English, Composition, French, Piano, Voice.	
BRISCOE, GEORGIE.....	Mrs. Nora F. Briscoe.....	Texas
	English, Composition, Mathematics, Piano, Voice.]	
BRISCOE, SUSIE.....	Mrs. Nora F. Briscoe.....	Texas
	English, Composition, French, Piano, Voice.	

- BROWN, JULIA BELLE.....Mrs. M. A. Daniels.....Texas
English, Composition, Spanish, History.
- BROWN, LUCY G.....Mrs. H. C. Lester.....Virginia
English, Composition, French, Voice, Violin.
- BROWN, VIRGINIA MAY.....Mrs. Jesse E. Brown.....Alabama
English, Composition, Latin, French, Mathematics, History.
- BRYAN, F. CATHARINE.....Rev. R. T. Bryan, D. D.....China
English, Composition, Chemistry, Voice, English, Bible.
- BRYAN, GRACE D.....Hon. Wm. Jennings Bryan...Nebraska
Composition, Latin, Mathematics, History, Piano, Voice.
- BRYAN, HELEN.....E. B. Bryan.....Indiana
English, Composition, Latin, Mathematics, History, Piano.
- BRYAN, HARRIET CORNELIA...Judge Beauregard Bryan.....Texas
English, Composition, Latin, French, Mathematics.
- BRYAN, MARGARET AUSTIN...Judge Beauregard Bryan.....Texas
English, Composition, Preparatory.
- BUCHANAN, ALLIE GREY.....A. B. Buchanan.....Virginia
English, Composition, Latin, French, Physiology, History, Paino.
- BURTON, LALLA KIMBALL...Mrs. C. J. Burton.....North Carolina
English, Composition, Latin, Mathematics, History, Piano.
- BUTTS, OLINE B.....T. U. Butts.....Georgia
English, Composition, Latin, French, Physiology, History, Elocution.
- CAMERON, ELVA MARKLY....Simon B. Cameron.....Pennsylvania
English, Composition, Latin, French, History, Botany.
- CAMP, MAY.....P. D. Camp.....Virginia
English, Composition, German, Physiology, Moral Science.
- CAMP, MARY PENELOPE.....Dr. B. F. Camp.....Florida
English, Composition, Latin, French, Piano, Art.
- CAMP, JENNIE PEARL.....Dr. B. F. Camp.....Florida
English, Composition, Latin, French, Mathematics, Piano.
- CAMP, LETA.....W. N. Camp.....Florida
English, Composition, Mathematics, History, Voice.
- CAMPBELL, DORA K.....J. C. Campbell.....Tennessee
English, Composition, French, Mathematics, Piano, Elocution.
- CAMPBELL, DOROTHEA.....Rev. H. C. V. Campbell.....Virginia
English, Composition, Latin, French, History.
- CARNEAL, MARY BLAIR.....A. C. Carneal.....Virginia
English, Composition, French, Physiology.
- CARNEAL, NELL.....J. D. Carneal.....Virginia
English, Composition, Latin, Mathematics, History.
- CARPENTER, LOUISE.....J. C. Carpenter.....Virginia
English, Composition, Latin, French, Physiology, History.
- CARTER, LOUISE.....Walter H. Carter.....Virginia
English, Composition, Mathematics, History, Music Theory, Music History.
- CHEWNING, MARGARET.....A. J. Chewning.....Virginia
Composition, Latin, French, Physiology, Piano.
- CLARKE, CATHARINE P.....E. F. Clarke.....Georgia
English, Composition, French, History, Piano, Voice.
- CLOMAN, MARGUERITE.....Mrs. W. H. Norris.....Texas
English, Composition, Latin, French, Mathematics, History.
- COBBS, ISABELLE.....J. L. Cobbs.....Alabama
English, Composition, Latin, French, Mathematics, Voice.

- COCKE, JEANIE H.....Lucian H. Cocke.....Virginia
Composition, Latin, French, Mathematics, History, Art.
- COCKE, MARGARET.....Mrs. Chas. H. Cocke.....Virginia
English, Composition, History, Piano, Elocution, Mathematics.
- COHRON, VIRGINIA.....C. H. Cohron.....Virginia
English, Composition, Latin, Mathematics, Art.
- COLHOUN, BEATRICE A.....Chas. H. Colhoun.....Virginia
English, Composition, Mathematics.
- COLLIER, ADA CLYDE.....J. R. Collier.....Texas
English, Composition, French, Piano, Art.
- CORKE, VIRGINIA CHEVALIER. Mrs. Jacob F. Corke.....West Virginia
English, Composition, Latin, German, Mathematics, English Bible.
- CRANE, GLADYS ADAIR.....B. D. Crane.....Arkansas
English, Composition, French, Piano, Art.
- CROWELL, STELLA MAY.....R. A. Crowell.....Florida
English, Composition, French, Mathematics, Elocution, Piano.
- CRUMP, LORA.....J. D. Crump.....Virginia
English, Composition, Mathematics, Chemistry, History, Piano, Art.
- DARLINGTON, ELIZABETH....J. J. Darlington....District of Columbia
English, Composition, French, Mathematics, History, Organ, Voice, Music Theory,
Music History.
- DENMAN, CLARE.....Judge Leroy G. Denman.....Texas
English, Composition, Latin, French, Mathematics, History.
- DICKERSON, ELLEN.....W. B. Dickerson.....Alabama
English, Composition, French, History, Voice, Botany.
- DICKINSON, RUBY.....Dr. S. W. Dickinson.....Virginia
Composition, German, History, Piano, Music Theory, Music History.
- DOWNES, ELIZABETH.....Jos. L. Downes.....Maryland
English, Composition, French, German, Piano.
- DUNTON, BARON.....J. R. Dunton.....Virginia
English, Composition, Latin, French, Mathematics, Physiology.
- EHRMAN, MARGUERITE A...Miss Alvis C. Ehrman.....Alabama
English, Composition, French, History, Art, Elocution.
- ELLIS, CORNELIA.....Wm. M. Ellis.....Virginia
English, Composition, Latin, French, Mathematics, Piano.
- ESTES, ANNE HOWELLHerman Estes.....Tennessee
English, Composition, French, History, Piano, English Bible.
- FIELD, MARCIA.....E. B. Field.....Missouri
Composition, Art, Botany.
- FITZPATRICK, MARY HAWES...Mrs. S. H. Fitzpatrick.....Virginia
English, Composition, History, English Bible.
- FLANARY, RUTH.....C. F. Flanary.....Virginia
English, Composition, French, Physiology, Voice.
- FLICKINGER, WILMINA V....Rev. J. A. Flickinger.District of Columbia
German, Piano, Music Theory, Music History.
- FLOYD, MYRTLE.....Chas. E. Floyd.....Virginia
Preparatory.
- FORBES, CLARA ELLEN.....A. G. Forbes.....Alabama
English, Composition, Mathematics, Physics, Moral Science.
- FOSTER, VIRGINIA LEE.....Judge R. M. Foster.....Missouri
English, Composition, French, Mathematics, History, Voice.
- FOWLKES, MAY HYDE.....V. L. Fowlkes.....Virginia
English, Composition, Latin, French, Mathematics.

- GARLAND, ULA BESSIE.....C. W. Garland.....Virginia
English, Composition, French, Mathematics, History, Piano.
- GARTH, MARIA FEARN.....W. F. Garth.....Alabama
English, Composition, Latin, German, Mathematics, Piano.
- GEER, MARGUERITE MCGEE...J. M. Geer.....South Carolina
English, Composition, Latin, German, Mathematics, Piano.
- GILCHRIST, VIRGINIA.....Geo. R. E. Gilchrist.....West Virginia
English, Composition, French, Piano, Elocution.
- GOODYKOONTZ, WILLIE.....Wells Goodykoontz.....Virginia
English, Composition, French, Mathematics, History.
- GREGORY, ANNE ALEXANDER.W. H. Gregory.....North Carolina
English, Composition, French, Mathematics, Piano.
- GRIGSBY, MABEL.....Mrs. A. E. Grigsby.District of Columbia
Composition, Latin, French, Mathematics, Physiology, History, Voice.
- GROUSE, LOUISE E.....Louis Grouse.....Georgia
English, Composition, Mathematics, History, Elocution.
- HALEY, MAY CHAMPE.....W. A. Haley.....Virginia
English, Composition, French, Mathematics, Chemistry, Physiology, Art.
- HARLAN, BESSIE.....Z. I. Harlan.....Texas
English, Composition, Physiology, History Piano, Voice, Art.
- HARMON, ELSIE.....O. C. Harmon.....Virginia
English, Composition, Latin, Mathematics, Piano, Art.
- HARRIS, ELOISE.....Mrs. M. P. Harris.....Virginia
English, Composition, Latin, German, Mathematics, Art.
- HARSHBARGER, BONNIE.....Mrs. Sue Harshbarger.....Virginia
Preparatory.
- HARSHBARGER, LENA.....Jacob Harshbarger.....Virginia
Preparatory.
- HAYWARD, ROSE PLEASANTS..C. W. Hayward.....Louisiana
Composition, French, Chemistry, Physiology, History, Voice.
- HAYWARD, MARY SULLY.....C. W. Hayward.....Louisiana
Composition, Latin, Physics, Physiology, History, Art.
- HEYER, MARY BELL.....Matt. J. Heyer.....North Carolina
English, Composition, French, Physiology, Art.
- HICKS, ROBIN.....H. C. Hicks.....Texas
English, Composition, History, Voice.
- HILL, MARY AGNES.....W. D. Hill.....Virginia
English, Composition, Latin, Mathematics, History, Piano.
- HILL, AILEEN BERKELEYW. D. Hill.....Virginia
Piano, Preparatory.
- HOBSON, LILLIAN B.....Mrs. Jetta E. Hobson.....Kentucky
English, Composition, History, Voice.
- HOGUE, KITTY D.....S. H. Hoge.....Virginia
English, Composition, History, Piano.
- HOLDINE, MARION.....A. L. MarshallVirginia
English, Composition, Mathematics, History, Piano, Elocution.
- HOLLAND, BESSIE.....E. E. Holland.....Virginia
English, Composition, Latin, French, Mathematics, Art.
- HOLMAN, NATALIE.....Geo. W. Holman.....Virginia
English, Composition, French, Mathematics, History, Botany.
- HOUSTON, WILLIE ANNA.....Dunn HoustonTexas
English, Composition, Mathematics, History, Violin.

- HUNTER, PHOEBE.....Chas. F. Hunter.....Pennsylvania
English, Composition, German, Mathematics, History, Art.
- INGRAM, CLARA MARGARET...J. S. Ingram.....Virginia
English, Composition, Latin, French, Mathematics.
- JACKSON, ROBERTA LEE.....E. H. Jackson.....Virginia
English, Composition, French, Piano, Music Theory, Music History.
- JAMISON, SARAH CALDWELL...Rev. A. T. Jamison.....South Carolina
English, Composition, Latin, French, Mathematics, History.
- JENKINS, LUCY GLADYS.....O. C. Jenkins.....West Virginia
English, Composition, French, History, Piano, Art.
- JENKINS, MARY VIRGINIA....O. C. Jenkins.....West Virginia
English, Composition, French, History, Piano, Voice.
- JENNINGS, OCIE EDNA.....T. A. Jennings.....Virginia
English, Composition, French, History, Piano.
- JOHNSON, CARY FANNIN.....Jack W. Johnson.....Alabama
English, Composition, French, Art, Elocution, Botany.
- JOHNSTON, JUANITA.....Gov. Douglas Johnston....Indian Ter.
English, Composition, Voice, Art, Elocution.
- JOHNSTONE, GERTRUDE.....F. F. Johnstone.....Alabama
English, Composition, French, Spanish, History.
- JONES, CARRIE.....A. H. JonesTexas
English, Composition, Spanish, Mathematics, Physiology, Voice.
- JONES, HARRIET ISABEL....Dr. H. C. Jones.....Virginia
English, Composition, Latin, Mathematics, History.
- KELLY, GUSTAVA BREAUX....J. J. Kelly.....Virginia
English, Composition, German, Mathematics, History, Art.
- KENDRICK, INEZ.....W. E. KendrickVirginia
English, Composition, French, Piano, Art.
- KENDRICK, MARGARET E....W. E. KendrickVirginia
English, Composition, French, Physiology, Piano, Botany.
- KINCAID, BESSIE.....Judge W. A. Kincaid .Philippine Islands
English, Composition, Spanish, History, Piano.
- KINCAID, ADA JOSIE.....J. M. Kincaid.....Texas
English, Composition, French, Mathematics, History, Art.
- KINCAID, ETTIEJ. M. Kincaid.....Texas
English, Composition, Piano, History.
- KUYKENDALL, MOLLELLE....Mrs. E. H. Kuyendall....West Virginia
English, Composition, Latin, History, Piano.
- LACKLAND, TERRY TRUX....Judge J. T. Lackland.....Alabama
English, Composition, Latin, Physiology, Moral Science, Piano, Music Theory.
- LAWRENCE, PAULINE E.....K. D. Lawrence.....Texas
English, Composition, History, Piano, Voice.
- LAWSHE, MARIE.....A. L. LawsheDistrict of Columbia
English, Composition, French, Mathematics, Physiology, History, Piano.
- LAWSON, JANEY.....J. J. Lawson.....Virginia
English, Composition, Latin, Physiology, Art.
- LAWTON, PAULINE.....J. J. Lawton.....South Carolina
English, Composition, French, Mathematics, Physiology, History, Piano, Organ.
- LAWTON, RUTH.....J. J. Lawton.....South Carolina
English, Composition, Latin, French, History, Voice.
- LAYNE, LENA.....Henry T. Layne.....Virginia
Preparatory.

LAYNE, NEVA.....	Henry T. Layne.....	Virginia Preparatory.
LAYNE, HARRY.....	Henry T. Layne.....	Virginia Preparatory.
LAZARUS, MAE.....	L. Lazarus.....	Virginia English, Composition, German, History, Piano.
LEBBY, MARIE M.....	R. Bee Lebbby.....	South Carolina English, Composition, Latin, French, Physiology, Elocution.
LEWIS, ALICE MARGARET.....	F. H. Lewis.....	Alabama English, Composition, French, History, Piano.
LINCOLN, ALICE FRANCES....	A. T. Lincoln.....	Virginia English, Composition, Latin, French, Mathematics, Piano.
LOCKETT, EDWINA.....	E. L. Lockett.....	North Carolina English, Composition, Latin, French, History, Piano, Music History, Chemistry.
LONGAN, FRANCES TERRELL..	Judge Geo. F. Longan.....	Missouri English, Composition, French, History, Botany.
LYLES, MAYSIE S.....	Wm. H. LYLES.....	South Carolina English, Composition, French, History, Art, Botany.
MCBRIDE, ADELAIDE.....	Chas. M. McBride	Georgia English, Composition, Latin, Voice, Mathematics, French.
MCCLAIN, CAROLYN LUCELIA..	Mrs. Jno. J. Long.....	Virginia English, Composition, Latin, French, Mathematics, Piano.
MCCONIHAY, ALMAH STUART..	Dr. J. M. McConihay....	West Virginia English, Composition, German, Piano, Botany.
MCCONNELL, MARGUERITE....	Mrs. Mary F. McConnell.....	Tennessee English, Composition, French, Piano.
MCCORKLE, EFFIE LEE.....	M. C. McCorkle.....	Virginia English, Composition, French, History, Art.
MCENTIRE, MABEL G.....	W. W. McEntire.....	Missouri Composition, French, Spanish, Art, Botany.
MCINERNAY, GEORGIA ALICE..	M. McInernay.....	Arizona English, Composition, French, Spanish, Piano.
MCLAUGHLIN, EDITH.....	S. McLaughlin.....	Virginia English, Composition, Physiology, Moral Science, Voice.
MCLAUGHLIN, BURTON.....	S. McLaughlin.....	Virginia Preparatory.
MAJOR, BESSIE.....	J. J. Major.....	South Carolina English, Composition, French, Physiology, History, Art.
MALONE, FLORRIE.....	G. H. Malone.....	Alabama English, Composition, Latin, French, History, Piano.
MANN, ALDAH LEE.....	Allen W. Mann	Illinois English, Composition, Piano, Voice, Art.
MARTIN, SALLIE EGERTON....	J. A. Martin.....	North Carolina English, Composition, Latin, Mathematics, History, Piano.
MASSIE, MARY BENTLEY.....	Judge Thornton L. Massie.....	Virginia English, Composition, Latin, Mathematics, History, Elocution.
MATHEWS, KATHLEEN.....	W. G. Mathews.....	Virginia English, Composition, Latin, French, History.
MAXWELL, JESSIE.....	Judge J. C. Maxwell.....	Illinois English, Composition, Piano, Violin, Art.
MAYNARD, JANETT.....	W. E. Maynard.....	Texas English, Composition, Piano, Voice, Music History, English Bible.

- MEDLENKA, LEONIE E. J. G. Medlenka Louisiana
English, Composition, Mathematics, History, Voice, Art.
- MEEKS, ELEANOR. M. H. Meeks Tennessee
English, Composition, French, Voice.
- MERRIMON, NANCY. Judge J. H. Merrimon. . . North Carolina
English, Composition, French, History, Piano.
- MIDDAGH, HAZEL S. D. B. Middagh Virginia
English, Composition, French, Violin, Botany.
- MILES, MARY. Mrs. George W. Miles. Virginia
Composition, French, Chemistry, Physiology, History, Piano.
- MILLER, ANNIE BRICE. J. N. Miller Alabama
English, Composition, Latin, French, Physiology, Piano.
- MILLER, JESSIE. J. H. Miller Florida
English, Composition, Spanish, Mathematics, Piano, Elocution.
- MILLER, REINETTE. Mrs. Jno. A. Miller Georgia
English, Composition, French, Mathematics, History, Elocution.
- MILLS, MARIE A. J. H. Mills New York
English, Composition, Latin, German, Voice, Elocution.
- MINER, MARY ELIZABETH. . . . J. W. Miner Virginia
English, Composition, French, Mathematics, Physiology, Piano.
- MITCHELL, GRACE. J. M. Mitchell Illinois
English, Composition, French, Piano, Music Theory, Music History, Elocution.
- MITCHELL, FRANCES R. J. M. Mitchell Illinois
English, Composition, Latin, German, History, Piano.
- MOCKBEE, KATHRYN. C. M. Mockbee Ohio
English, Composition, French, Piano, Botany.
- MOLTON, ELLEN LINN. T. H. Molton Alabama
English, Composition, French, Piano, Voice, Music Theory.
- MOORE, HALLIE. Dr. Harry Beard. West Virginia
English, Composition, Latin, Physiology, History, Elocution.
- MOORE, PAMELA CARTER. . . . Dr. Thos. T. Moore. . . . South Carolina
English, Composition, Latin, French, History, Art.
- MORRIS, WILLIE BELLE. J. J. Morris Alabama
English, Composition, Latin, History, Piano, Mathematics.
- MOUNTCASTLE, LOUISE. R. E. L. Mountcastle Tennessee
English, Composition, French, Physiology, History, Voice.
- MURPHY, LOUISE BOYCE. . . . Jno. P. Murphy. Texas
English, Composition, French, Moral Science, Botany.
- NEALE, GLADYS EDWARDS. . . . Mrs. L. Neale. Virginia
English, Composition, French, Physiology, History, Elocution.
- NIEMEYER, JESSIE C. A. E. Niemeyer Tennessee
English, Composition, Latin, History, Piano.
- NURNEY, THERESE. G. W. Nurney Virginia
English, Composition, Latin, Mathematics, Art.
- OBERHOLTZER, GERTRUDE W. Herman Oberholtzer. . . . Pennsylvania
English, Composition, Chemistry, History, Botany.
- ORRICK, CORNELIA. S. H. Heironimus Maryland
English, Composition, French, History, Piano, Voice, Music Theory, Music History
- PALMER, HAZEL KATHLEEN. . . Mrs. C. P. Yeatman. . . . West Virginia
English, Composition, French, Mathematics, Piano, Voice.
- PATE, ROWENA. Robert Pate Mississippi
English, Composition, Mathematics, History, Art.

REGISTER OF STUDENTS

PEED, MARY C.....	Mrs. J. D. Peed.....	Kentucky
English, Composition, History, Piano, Music Theory, Music History.		
PEERY, KATE.....	Wm. E. Peery.....	Virginia
English, Composition, Piano, Voice, Art.		
PHILLIPS, REBECCA.....	Dr. G. M. Phillips.....	Missouri
English, Composition, French, History, Voice, Botany.		
POOL, CARRIE.....	T. C. Pool.....	South Carolina
Composition, Latin, Physiology, Moral Science, Violin, Music Theory, Music History.		
PORTER, REBECCA S.....	E. W. Porter.....	Tennessee
Composition, Latin, French, Mathematics, Physiology, History.		
POWERS, MARY B.....	T. E. Powers.....	Virginia
English, Composition, Latin, French, Mathematics, Physiology.		
PRESTON, ALICE.....	Alfred Preston.....	Virginia
English, Composition, Latin, Mathematics, History, Piano.		
PURSELL, ERNA L.....	Wm. H. Purcell.....	Virginia
English, Composition, Latin, French, Mathematics, Piano.		
RAINER, WILLELLA.....	W. W. Rainer.....	Alabama
English, Composition, French Mathematics, Piano, Elocution.		
RAMSAY, EUDORA.....	Rev. David M. Ramsay, D.D.,..	Virginia
English, Composition, Latin, Mathematics, Physics, Physiology, Moral Science, Elocution		
RATH, LOUISE.....	Erich Rath.....	Virginia
Piano, Preparatory.		
RATH, GERTRUDE	Erich Rath.....	Virginia
Preparatory.		
REINHART, RUTH W.....	Dr. D. B. Reinhart.....	Wisconsin
English, Composition, Mathematics, History, Piano, Elocution.		
RICHARDSON, MAE	T. A. Richardson.....	Georgia
English, Composition, Latin, French, History, Botany.		
ROGERS, VERNICE MAY.....	Mrs. Harry Reid.....	Kentucky
English, Composition, Latin, Mathematics.		
ROLIN, MA.....	Mrs. A. C. Davie.....	Virginia
English, Composition, French, Mathematics, History, Elocution.		
ROPER, NANNIE DANDRIDGE..	Bartlett Roper.....	Virginia
English, Composition, French, Mathematics, Piano, Voice.		
RUDD, LIZZIE COURTNEY....	Rev. A. B. Rudd.....	Porto Rico
English, Composition, Latin, Mathematics, History, Violin, English Bible.		
RUSSELL, MARGARET A.....	J. B. Russell.....	Texas
English, Composition, Piano, Art.		
RYNEAL, FAIRY LEE.....	Mrs. Annie L. Ryneal....	West Virginia
English, Composition, French, History, Piano.		
SANDIDGE, LUCY IRENE.....	Clay Sandidge.....	Texas
English, Composition, Mathematics, Piano, Botany.		
SANDIDGE, SARAH ELVIRA....	Clay Sandidge.....	Texas
English, Composition, Latin, History, Violin.		
SCHOEW, EMELIE.....	F. L. Schoew.....	West Virginia
English, Composition, Latin, German, Mathematics, Piano.		
SCOTT, MARGARET P. MCG....	Duncan H. Scott.....	Virginia
English, Composition, Latin, Mathematics, History, Piano.		
SCOVEL, ETHEL GREINER....	Henry S. Scovel.....	New Jersey
English, Composition, Latin, Mathematics, History.		
SELIGMAN, FLORINE.....	H. Seligman.....	Texas
English, Composition, Mathematics, Piano, Bookkeeping, Typewriting, German.		

- SETTLE, KITTY MAY.....C. W. Settle.....Missouri
English, Composition, French, History, Piano, Voice.
- SHANKLIN, HAZEL AMNIA.....J. R. Shanklin.....West Virginia
English, Composition, History, Piano, Voice, Botany.
- SHEPHERD, SALLIE GREY.....Mrs. Willie Shepherd.....Virginia
Composition, History, Music Theory, Art.
- SHIELDS, ANNA L.....H. W. Shields.....West Virginia
Composition, Latin, French, Physics, History, Piano.
- SHIELDS, BESSIE.....Bernard C. Shields.....Louisiana
English, Composition, Latin, Physiology, History, French.
- SHOLARS, THETA.....S. W. Sholars.....Texas
French, English, Composition, Mathematics, Voice.
- SIMPSON, RUTH A.....Geo. W. Simpson.....Virginia
English, Composition, Latin, French, Mathematics, Piano, Elocution.
- SINCLAIR, EFFIE.....N. A. Sinclair.....North Carolina
English, Composition, French, Piano.
- SINGLETON, MAMIE P.....Judge A. E. Singleton.....Alabama
English, Composition, Latin, Mathematics, History, Piano.
- SMITH, EUGENIA.....McQueen Smith.....Alabama
English, Composition, French, Physiology, Elocution.
- SMITH, JULIA PRATT.....McQueen Smith.....Alabama
English, Composition, Latin, Mathematics, History, Piano.
- SMITH, JULIA CAMPBELL.....Dr. G. W. Smith.....Texas
English, Composition, Latin, French, Mathematics, Piano.
- SMITH, MARGARET McD.....R. E. Smith.....North Carolina
English, Composition, Latin, French, Mathematics, Piano.
- SMITH, MARGARET ROSE.....J. A. Smith.....Panama
English, Composition, German, History, Art.
- SMITH, MARY PRESSLEY.....B. Pressley Smith.....Kentucky
Composition, French, Physics, Moral Science, History.
- SMITH, MILDRED MCCRARY...G. Herbert Smith.....North Carolina
English, Composition, Latin, French, Art.
- SMITH, SUSIE DELLE.....J. A. Smith.....Arkansas
English, Composition, German, History, Piano, Art.
- SMITH, RUBY RAY.....Pryor Nixon Smith.....Virginia
Composition, Latin, Physiology, History, Voice.
- SNOW, RUBY.....E. A. Snow.....North Carolina
English, Composition, French, History, Piano, Violin.
- STEARNES, LEWIS BENTLEY...L. P. Stearnes.....Virginia
English, Composition, French, Piano, Voice, Art.
- STEINER, HELEN CAMP.....Robt. E. Steiner.....Alabama
English, Composition, Chemistry, Physiology, Moral Science.
- STONE, MARY HIGHTOWER...J. B. Stone.....Virginia
English, Composition, Physics, Physiology, History.
- STONE, KATE WOMACK.....J. B. Stone.....Virginia
English, Composition, Mathematics, Physics, Physiology, History.
- SUDDUTH, NANNIE K.....Sam'l Walton.....Virginia
English, Composition, Latin, Mathematics, French, Piano.
- SWINFORD, ANNA KING.....M. C. Swinford.....Kentucky
English, Composition, French, Piano, Voice.
- TATUM, ALICE JOY.....Rev. E. F. Tatum.....China
English, Composition, Latin, French, Mathematics, Piano.

- TAYLOR, GEORGE CABELL.....Rev. Geo. Braxton Taylor.....Virginia
English, Composition, Latin, French, Mathematics.
- TAYLOR, HENRIETTA.....J. G. Taylor.....Arkansas
English, Composition, French, History, Piano.
- TERRY, ROSETTA.....Dr. Arthur H. Terry.....New York
English, Composition, Latin, German.
- THOM, JULIA DOWNMAN.....Dr. Wm. T. Thom.District of Columbia
English, Composition, Latin, German, Physiology, History.
- THOMPSON, MINNA N.....Jas. F. Thompson.....West Virginia
English, Composition, French, Mathematics, History, Art.
- TILLMAN, SOPHIE OLIVIA....Hon. Benj. R. Tillman..South Carolina
English, Composition, Latin, History, Voice.
- TRUE, ELIZABETH MYRTLE....H. O. True.....Tennessee
Composition, Physiology, Piano, Voice, Elocution, Botany.
- TRUEHART, CARRIE L.....Chas. T. Trueheart.....Kentucky
English, Composition, History, English Bible.
- TUCKER, LAURA POWELL....Hon. Harry St. Geo.Tucker... Virginia
English, Composition, Latin, Mathematics, History, Piano.
- VAN DIVIERE, MARGARET E..L. R. Van Diviere.....Georgia
English, Composition, French, Mathematics, Piano.
- WALKER, NELLIE W.....T. J. Walker.....Virginia
English, Composition, French, Mathematics, History, Piano, Voice.
- WALTON, MAY L.....Thos. A. Walton.....Virginia
English, Composition, Latin, Mathematics, History, Piano.
- WEAVER, LILLIAN ROBERTA..Dr. H. B. Weaver.....North Carolina
English, Composition, History, Elocution.
- WEBB, MARGARET SHEPHERD.Dr. Chas. S. Webb.....Virginia
English, Composition, Latin, Physiology, Moral Science, Piano.
- WELBORN, ELSIE.....-----...South Carolina
Latin, Voice, Piano.
- WILHITE, SARAH EARLE.....Dr. J. O. Wilhite.....South Carolina
English, Composition, Latin, French, Mathematics.
- WILKINSON, MARION.....J. M. Wilkinson.....Georgia
English, Composition, Latin, French, Piano.
- WILLIAMS, BESSIE.....Mrs. Gertrude Williams.....Virginia
English, Composition, Latin, French, Mathematics, Piano.
- WILLIAMS, MARY AFTON....Dr. A. U. Williams.....Arkansas
English, Composition, Latin, German, History, Mathematics.
- WILLIAMS, VIRGINIA PHELPS..Jno. T. Dixon.....Tennessee
English Composition, French, Mathematics, Piano.
- WILLIAMSON, CLAUDINE....Mrs. Nancy Williamson.....Virginia
English, Composition, Latin, Mathematics, Piano.
- WILLINGHAM, EDITH.....C. B. Willingham.....Georgia
English, Composition French, History, English Bible.
- WILLINGHAM, CAMILLE B....C. B. Willingham.....Georgia
Engsh, Composition, French, Mathematics, History, Latin.
- WILLINGHAM, CAROLYN J....B. L. Willingham.....Georgia
English, Composition, French, Piano, Voice.
- WILLINGHAM, ELIZABETH B...O. P. Willingham.....Georgia
English, Composition, French, History, Piano, Voice, Violin.
- WILSON, MARY ELIZABETH...Mrs. N. T. Wilson.....Texas
English, Composition, Mathematics, History, Piano, Art.

WILSON, MARY WAUGH.....	Mrs. Robt. Lee Wilson.....	Missouri
	English, Composition, French, Voice.	
WILSON, RACHEL.....	Mrs. J. T. Wilson.....	Kentucky
	English, Composition, Latin, Mathematics, History, Piano.	
WILTSHIRE, LUCY SAUNDERS..	Dr. Jas. G. Wiltshire.....	Maryland
	English, Composition, French, History, Piano, Voice.	
WINGFIELD, JANE.....	J. R. Wingfield.....	Virginia
	English, Composition, Moral Science, Piano, Music Theory, Music History, Botany.	
WISE, ELSA.....	Mrs. E. Wise.....	Georgia
	English, Composition, French, History, Piano, Elocution.	
WITT, LUCY TEMPLE.....	Judge S. B. Witt.....	Virginia
	English, Composition, French, Art, English Bible.	
WOODING, MARY CABELL....	Garland S. Wooding.....	Virginia
	English, Composition, French, History, Piano.	
WOODRUFF, ELIZABETH.....	C. D. Woodruff.....	Alabama
	English, Composition, Latin, History, Piano.	
WOOLFORD, MABEL.....	Geo. W. Woolford.....	Maryland
	English, Composition, German, History, Elocution, Botany.	
WRIGHT, JOSEPHINE.....	C. O. Wright.....	West Virginia
	English, Composition, French, History, Piano.	
WUNDER, ELIZABETH MARY...	M. B. Wunder.....	Virginia
	English, Composition, French, Mathematics, History.	
YEAGER, MARY.....	C. W. Yeager.....	West Virginia
	English, Composition, Latin, Piano, Voice.	

Boarders.....	257
Day Pupils.....	11
Total.....	268

Number Attending Each Department

English.....	234	History.....	133
Composition.....	255	Piano.....	150
Latin.....	101	Voice.....	53
French.....	141	Organ.....	2
German.....	26	Violin.....	10
Spanish.....	7	Music Theory.....	14
Mathematics.....	111	Music History.....	12
Physics.....	8	Art.....	45
Chemistry.....	9	Elocution.....	29
English Bible.....	9	Typewriting.....	1
Physiology.....	46	Bookkeeping.....	1
Moral Science.....	13	Botany.....	32

Summary

Virginia.....	95	Maryland.....	4
Texas.....	25	Pennsylvania.....	3
Alabama.....	21	Mississippi.....	2
West Virginia.....	15	New York.....	2
Georgia.....	15	Nebraska.....	2
South Carolina.....	13	New Jersey.....	1
North Carolina.....	11	China.....	2
Tennessee.....	9	Wisconsin.....	1
Missouri.....	8	Indian Territory.....	1
Kentucky.....	7	Ohio.....	1
Louisiana.....	6	Arizona.....	1
Florida.....	5	Indiana.....	1
Illinois.....	5	Panama.....	1
District of Columbia.....	5	Porto Rico.....	1
Arkansas.....	4	Philippine Islands.....	1

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General Information

Parents and guardians who, from choice or necessity, place their daughters and wards in schools far distant from their homes, naturally wish to know the facilities and advantages which such establishments command, and their capacities for giving the training, culture, and general impress of character most desirable for young ladies.

The following paragraphs are published with a view to giving our patrons information in regard to our facilities for training the youth committed to our guidance:

I.—Location

The question as to the best location of boarding-schools for girls is one to which much attention has been given in recent years. After an experience of two centuries on this continent, the general conclusion has been reached that country localities, easily accessible to cities, are decidedly preferable from many considerations. Many of the largest and best equipped of such schools of recent origin have been so located, notably, Vassar College of New York, Wellesley College of Massachusetts, and Bryn Mawr College of Pennsylvania. This school has these advantages. It is located in Roanoke County, Virginia, seven miles north of the City of Roanoke, and one and one-half miles from Hollins Station on the Norfolk & Western Railway (Shenandoah Valley Division).

This county lies in the extreme southwestern section of the great Valley of Virginia, between the Blue Ridge and Alleghany Mountains. The entire region abounds in picturesque mountain scenery, the soil is exceedingly fertile, and the country abundant in fruits, vegetables, grain, and grasses. Probably no region on the continent is more beautiful in its general aspects, and none better adapted in climatic influences to school and school life. Its invigorating atmosphere throughout the seasons—the extremes of cold and heat never reaching their maximum—gives to the pupils vigor and bloom, and develops elasticity of mind even amidst exhausting

labors. Hence in this comparatively limited territory numerous colleges, high schools, and other institutions exist and flourish. Thousands of pupils are gathered annually in these schools from all parts of the United States. The salubrity of the climate, the beauty and fertility of the country, its freedom from malarial diseases, its invigorating atmosphere, its limpid streams, of water, all combine to render this section peculiarly adapted to the successful establishment and permanent prosperity of large institutions of learning.

The Institute owns a tract of land of five hundred acres, and the buildings are so located that they are excluded from the annoyance of close proximity to public thoroughfares. All persons living in the buildings, whether pupils and officers, or others, are under the supervision and regulations of the Institute. These premises are beautiful and attractive, but are kept posted according to law, and are not allowed to become a resort for the indiscriminate public. The superiority of this locality as a place for the education of girls, is from year to year attested by their physical development, and by the effect, on character and conduct, of the exclusion of those scenes and associations which so demoralize girls when exposed to them. Stringent rules, rigidly enforced, in the presence of temptations, and idle attractions, may save from damaging scandal; but is this the best influence under which to develop character? At the tender and impressionable age of school life a system of espionage and unnatural restraints, so annoying and irritating to girls, tends to sour dispositions, to foster the spirit of suspicion, and to develop artificial and deceptive character. Unquestionably, girls at boarding-schools should be tenderly guarded and carefully restricted in all their associations, but not by an inexorable code of "blue laws." Location and surroundings should be such as to allow great freedom of daily life and great variety of social intercourse, while dangers and temptations are so far removed as neither to give serious apprehension, and thus lead to oppressive regulations, nor to forbid pleasures and pastimes, away from the public gaze, so necessary to a true physical and moral development. The school which has not the resources within itself—the personal examples, the moral and æsthetic influences, the vari-

ety of exercises and sources of enjoyment, the comforts and social life—but has to seek these in associations beyond its precincts, is certainly not in a condition to do a permanent and successful work in giving to society the best type of women. In location and surroundings, in internal resources and facilities, this institution commands rare combinations for doing a great work in its chosen sphere. The locality further enjoys the exceptional advantages of mineral waters—white sulphur* and chalybeate—and a healthful, bracing atmosphere at all times.

II.—Premises and Buildings

About ninety years ago the premises now held by Hollins Institute were improved and equipped with a view to render available valuable mineral waters. In the year 1842 the whole property was purchased for educational purposes, and since that time has been so used. All the original buildings have been removed, and others erected better adapted to school purposes. The main buildings (of which there are seven) are of brick, with slate and tin roofing, and afford accommodations for a full faculty and two hundred and fifty boarding pupils. For many successive sessions, the accommodations have been filled at the opening of the session, and many applicants declined.

The buildings contain ample lecture-rooms, a chapel, a spacious and attractive dining-room, literary society halls, parlors, rooms for music and art, etc., all arranged with special reference to health, comfort, and convenience. These buildings are heated throughout by steam and lighted by electricity, from a central plant. They are so connected by covered ways that all parts of the premises are safely accessible even in the most inclement seasons.

The grounds around the buildings are beautiful and extensive, embracing many acres, and are adorned with walks, shade trees, and shrubbery. In close proximity to the buildings are springs of mineral waters of valuable medicinal properties.

*For Analysis See Page 35.

III.—Organization

This school is arranged with special reference to the health and comfort of its pupils as well as to the inculcation of those habits and tastes which mark the truly refined and cultured.

All officers, professors, and teachers reside on the premises, and give their whole time to the interests of the school. They with their families board with the pupils, intermingling in all the relations of social life.

The pupils occupy their own private rooms during study hours, except when attending lectures or other exercises to which they have been assigned. The bedrooms (most of which are arranged for two pupils) are comfortably heated by steam and are furnished with all needed articles for comfort and convenience, and the pupils are supervised by officers. Pupils study more successfully in their rooms than when crowded together in a large study-hall and kept sitting in the same posture for hours in succession, while the physical exercise in going to and from recitations throughout the day proves highly conducive to health, vigor, and bodily development.

The Boarding Department is conducted by the General Manager, aided by competent sub-officers.

The dining-room is on the second story, connected with the other buildings by covered ways. It is commodious and attractive, with ample culinary attachments on the same floor.

IV.—Religious Privileges

The evening devotions regularly held in the chapel of the Institute are conducted by the resident chaplain. On Sunday Sabbath-school exercises are held at 9 a. m., in which the Bible is made the text-book; at 7:30 p. m., preaching by evangelistic ministers of approved qualifications and standing. Attendance at these exercises is required of all resident students. At 11 a. m. there are services at churches of different communions in the immediate vicinity, which pupils at their option may attend.

In the development of a true and high type of character religious influences, *not sectarian*, must play an important part. The christian graces, harmoniously blended and carefully cultured and exhibited in all the associations of life, give a charm and a power which no adornment of person or culture of intellect in their absence can produce. The pupils of this school enjoy superior religious privileges. While separated from their parents, pastors and other spiritual guides, it would be a grave omission not to make ample provision for their spiritual wants and religious development. Hence, in addition to daily worship and weekly Bible lessons, ministers of high repute in their respective communions conduct services alternately in the chapel for the special benefit of the pupils, officers, and families that reside at the place.

V.—Fair Repute

No institution in which large numbers of young ladies have their homes for educational purposes can afford a management which gives rise to damaging criticism or unfavorable rumor. Its reputation affects that of every pupil, while the conduct of its pupils casts a reflex influence on its own. At every cost of labor and vigilance, good government must be maintained—a prudent, wise, generous, and effective supervision must be exercised over the pupils at all times.

VI.—Teaching

The most satisfactory results can only be secured by the concentration of ability and great variety of talent and adapt-
edness in the Board of Instruction. The education and training of girls has in recent years received a degree of attention beyond that of any period in our history. In every section of our country standards of scholastic attainment have advanced, the equipment of schools has been greatly enlarged, and the subjects taught have multiplied. To meet these varied and increasing demands this Institute employs a large number of teachers of varied attainments and great versatility of talent.

Our regular systematic course of study (see Page 64) leads to the A. B. Degree, and all students are advised to pursue this course.

Many, however, for lack of time or other reasons, can not complete this course. Such students, with the advice of the faculty, elect studies suited to their taste and talents.

VII.—Discipline

Pupils committed to our care and training are watched over and cared for in health or in sickness, in school or out of school, as our own children. The development of character and private habits, the exhibition of morals and manners in all the associations they form, a fair name in school and with general public, give us the same solicitude as in the case of those bound to us by the ties of kindred. Indeed, when they leave school our anxieties do not cease until we know they are again at home and under the care of their friends.

The school is not governed by minute, specific rules; the authority is parental rather than official. *We do not, however, allow pupils to leave the premises unless properly chaperoned, nor to make visits unless positively instructed by parent or guardian to do so, and even then we reserve the right to decide upon the propriety of such visits.*

The regulations of this school require that every student shall be ladylike, decorous and upright in her conduct as long as she remains under its guardianship. It is expected that due respect at all times and under all circumstances be paid to officers and teachers. Students who can not subscribe to these regulations will be required to withdraw.

Pupils are not subjected to a long catalogue of minute regulations, which so far from inducing correct, ladylike deportment, often prove but a source of constant annoyance and irritation. *General principles as to those proprieties of life which should ever be recognized and observed by all of their sex and age, whether in or out of school, are made prominent, and the necessity for more stringent and more specific laws seldom arises.*

The every-day life of this school is beautiful and impressive. Contentment, cheerfulness, and vivacity are features so marked as to excite surprise in visitors, and uniformly become a subject of remark by those who sojourn with us. School life should be made pleasant and happy; discontent, irritation of feeling, constant homesickness, are alike opposed to successful progress in educational training and the development of sweet and smooth dispositions. The surroundings of this school are not objects and scenes which constantly excite hopes and wishes which it would not be best to gratify, and consequently a source of dissatisfaction, nor such as to invite to irregularities and improprieties of conduct; but in every direction the school looks out upon beautiful natural scenery, with its ever-varying shades and hues, and hence never monotonous. In the absence of improper external attractions, interest and sympathy center in school exercises and home associations, and the associations of the place itself are ample—nearly all the pupils are boarders, the officers and teachers, with their families, reside on the premises. No indiscriminate association is allowed with the outside public, and all who are admitted to the grounds must observe those proprieties which appertain to premises appropriated almost exclusively to the gentler sex.

All the training—literary, moral, and disciplinary—of this school looks beyond girlhood to the future woman, bearing the responsibilities and sustaining the relations appropriate to her sex in society.

VIII.—Dress

Expensive dressing while in school is objectionable from many considerations. A girl whose mind is absorbed in external adornment is not likely to cultivate and develop those virtues which constitute the chief and permanent ornament of character, nor will she aim to secure those mental acquirements which are to give to her influence and success in the better spheres and associations of life. Money spent in costly attire or jewelry while in school is worse than squandered. Far better would it be to reserve funds thus used for travel and other sources of improvement after school days are over.

This school prescribes no uniform dress for its pupils on ordinary or public occasions. Those who take lessons in Physical Culture must be provided with a gymnasium suit. For the sake of uniformity this should be purchased after entering school.

Young ladies are expected to observe simplicity, good taste, and neatness in dress and personal habits in every-day life.

After December first and continuing throughout the winter season, shirtwaists of cotton, linen and other thin materials, as well as low shoes, are forbidden.

At no time during the session are elaborate evening dresses appropriate. For school entertainments during the winter months each pupil should have an evening dress of material sufficiently thick to prevent the temptation to remove flannels, made with high neck and long sleeves. She should also have a light-weight wrap. On Commencement Day, all pupils are expected to be attired in white. A simple white muslin dress is most appropriate for this occasion.

Each student should be provided with walking-shoes, over-shoes, a heavy coat, and cap or hat for every-day wear. She should have also warm clothing, especially underwear. We live in a bracing climate and spend much time in the open air.

IX.—Health and Recreation

Pupils of this school usually enjoy vigorous health during the session, and even after its protracted and exhausting labors are over, return to their homes with the bloom of youthful vigor and freshness. This is due to the effects of climate, the use of mineral waters, and to free, unrestrained outdoor exercises, to which ample and pleasant surroundings invite.

Indoor exercises are also encouraged, so that at no season are the pupils deprived of the means of proper physical development which gives elasticity to the spirits and healthful, mental recreations.

The infirmary is provided with comfortable and pleasant rooms, cut off from the hurry and bustle of school life. It is under the supervision of an experienced trained nurse. The

resident physician, whose rooms are near by, attends promptly all cases of illness, and has a general oversight of the health of the entire establishment.

X.—Admission of Pupils

Pupils are received at the opening of the school year in September, and at other times during the year when vacancies occur. No one is received, however, for a *shorter* period than the whole school year, or the remaining portion thereof at the time of entrance. Precaution is used to prevent the admission of any pupil whose example and influence might prove injurious to others.

Pupils who enter must be sixteen years old. Exception to this rule is made in cases of those who will pass their sixteenth birthday within a few months after the opening of the school year, and who are well advanced in studies.

Pupils are not subjected to entrance examinations except in the cases of those who apply for advanced standing in the regular course. Such will be examined on the prescribed studies preceding the grade they apply to enter.

Parents and guardians may rest in the confident assurance that their daughters and wards, while connected with this Institute, whether in sickness or in health, will receive careful attention and supervision. It is our sole business in life to take care of and train those committed to our temporary guardianship, and it is our aim to discharge the delicate and responsible office faithfully and in a manner acceptable to those at least who desire high standards of mental and moral discipline for their daughters.

Having maintained an uninterrupted and prosperous career for more than a half-century, the Institute points to its past history as the most satisfactory assurance and guarantee of future efficiency.

This school does not interfere with, or supervise, the correspondence of its pupils, except in cases where improprieties become known. In such cases the facts are promptly reported to parents or guardians. Instructions should always be given as to what correspondence is disapproved by parent or guardian.

The bedrooms are comfortably furnished. Students are not required to furnish bedding. They furnish only towels and napkins for their own use. These and all other articles should be marked plainly with the owner's name.

Trunks and other baggage should have the name of the owner attached. Attention to this suggestion will facilitate prompt delivery.

When parents send packages by express, the express receipt should be sent to the daughter.

Parents will greatly aid us in our efforts to promote the health of their daughters, if they will heed our earnest request that no eatables, except perhaps fresh fruits, be sent to those committed to our care. A large proportion of the little sicknesses among our students is traceable to imprudent eating at improper times. Chafing dishes are not allowed.

Courses of Instruction

Instruction is offered in the following departments:

ENGLISH,
LATIN,
GREEK,
FRENCH,
GERMAN,
SPANISH,
HISTORY AND POLITICAL ECONOMY,
MORAL SCIENCE,
THE ENGLISH BIBLE,
MATHEMATICS,
PHYSICS,
CHEMISTRY,
ASTRONOMY,
BOTANY,
PHYSIOLOGY AND HYGIENE,
MUSIC (Pianoforte, Voice Culture, Organ, Violin,
Theoretical Studies).
ART (Drawing, Painting, History of Art, Design).
ELOCUTION AND PHYSICAL CULTURE.
STENOGRAPHY, TYPEWRITING, AND BOOKKEEPING.

These departments are separate and distinct, each conducted by a Professor, with such assistance as may be demanded. Each department being distinct, the pupil may, at her option, become a candidate for graduation in any one or all of them, though it is not possible for her to pursue more than four or five at the same time. *Diplomas are not conferred indiscriminately upon all members of a class who have passed through a prescribed course of study, but on those only who at the examinations give evidence of a thorough acquaintance with the subjects embraced in the courses upon which they propose to graduate.* (For requirements for A. B. Degree, see Page 64.)

English

PROFESSOR CUMMINGS,
MISS CLEVELAND,

MISS WILLIAMSON,
MISS PEYTON,

I. OUTLINE HISTORY OF ENGLISH LITERATURE; RHETORIC; ETYMOLOGY. *Four hours a week.*

TEXT-BOOKS: *History of English Literature*, Halleck; *Masterpieces of British Literature*; Scott's *Lady of the Lake* (Rolfe); *Study of English Words*, Anderson; *Elementary Guide to Literary Criticism*, Painter.

[Applicants for admission to this class must give satisfactory evidence of familiarity with the principles of English Grammar, and must have read the following books: Franklin's *Autobiography*; Irving's *Rip Van Winkle*, *Legend of Sleepy Hollow*, *Rose of the Alhambra*, *Moor's Legacy*; Cooper's *Last of the Mohicans*; Longfellow's *Miles Standish* or *Hiawatha*; Hawthorne's *Grandfather's Chair*; *Biographical Stories*.]

COMPOSITION: Dictation and Weekly Themes; *Elements of English Composition*, Gardner, Kittredge, and Arnold.

II. NINETEENTH CENTURY LITERATURE.—First term, American poets. Special study of Bryant, Emerson, Poe, and Lanier; History of American Literature. Second term, Tennyson, *Idylls of the King*. History of English Literature.

Three hours a week.

TEXT-BOOKS: *Introduction to American Literature*, Pancoast; *Chief American Poets*, Page; *Introduction to English Literature*, Pancoast; Astor Edition of Tennyson's Poems; Complete Edition of Tennyson's *Idylls of the King*, Rolfe.

[Students that take Course II without previously taking Course I must be prepared on the final examination in June to answer questions on the whole field of the history of English Literature.]

COMPOSITION: Daily and Fortnightly Themes in Periods; *Composition-Rhetoric*, Scott and Denny.

III. ENGLISH NOVEL AND SHAKESPEARE.—First term, history and development of the English Novel, and study of representative masterpieces. Second term, Shakespeare—a critical study of several plays, with attention to the growth of the poet's dramatic art.

Three hours a week.

TEXT-BOOKS: *Introduction to English Literature*, Pancoast; *Development of the English Novel*, Cross; *In the Days of Shakespeare*, Jenks; *The Drama; Its Law and Its Technique*, Woodbridge; Complete Edition of Shakespeare, Clark and Wright.

[Open to those who have completed Courses I and II.]

COMPOSITION: Fortnightly and Daily Themes; *Principles of Rhetoric*, Hill; *Composition-Literature*, Scott and Denny.

IV. ANGLO-SAXON AND CHAUCER.—First term, Anglo-Saxon Grammar, History of the English Language, Literary study of the Anglo-Saxon Prose and Poetry. Second term, Chaucer—Critical study of the *Book of the Duchesse*, the *Parlement of Foules*, the *Prologue*, and several of the *Canterbury Tales*, Lectures on Chaucer's predecessors and contemporaries.

Three hours a week.

TEXT-BOOKS: In Anglo-Saxon—*Old English Grammar and Exercise Book*, Smith; *Early English Literature*, Stopford Brooke; *Beowulf*, John Leslie Hall. In Chaucer—*The Student's Chaucer, a Complete Edition of his Works*, Skeat; *Chaucer Primer*, Pollard; *Introduction to English Literature*, Pancoast; *History of the English Language*, Lounsbury; *In the Days of Chaucer*, Jenks.

V. ENGLISH RELIGIOUS DRAMA AND PREDECESSORS OF SHAKESPEARE.—Reading and study of the best examples of the *Miracle and Morality Plays*, and *Interludes*; study of the plays of Lyly, Greene, Peele, Nash, Lodge, and Marlowe. This course will be opened with lectures on the origin and development of the Ancient Classical Drama.

Two hours a week.

TEXT-BOOKS: *Specimens of Pre-Shakespearean Drama*, Manly; *English Miracle Plays*, Pollard; *English Religious Drama*, Katherine Lee Bates; *Shakespeare's Predecessors in the English Drama*, John Addington Symonds.

[Course V is designed for those students who desire a more specialized study of the beginnings of English drama than is offered in Course III.]

VI. PREDECESSORS OF CHAUCER.—Open to those who have completed Course IV.

Two hours a week.

TEXT-BOOK: *Specimens of Early English* Vol. II, Morris and Skeat.

VII. REVIVAL OF ROMANTICISM IN ENGLAND IN THE EIGHTEENTH CENTURY AND CULMINATION OF THE MOVEMENT IN THE NINETEENTH.—Study of the works of Wordsworth, Shelley, Byron, and Keats.

Two hours a week.

TEXT-BOOKS: Beginnings of the English Romantic Movement, Phelps; *History of English Romanticism in the Eighteenth Century*, Beers.

VIII. ADVANCED COMPOSITION.—Study of description, narration, and exposition. Technique of the Short-story. Fortnightly themes.

One hour a week.

Required of students that elect Course IV.

COMPOSITION WORK is required of all pupils, whether students of English or not. At the opening of the session the teacher will form classes based on test papers assigned to the pupils. Meetings will be held at least once a week, and regular and systematic instruction is given in the theory of composition. In all composition classes, with each pupil individually the teacher holds private consultations in which the papers are carefully criticised and full explanations given of each correction.

Pupils who have completed Course IV will be required to hand in at stated intervals such written work as may be determined by the Professor.

Upon the completion of Course III, the pupil is granted a diploma of English Literature. Upon the completion of Course IV, the pupil is awarded a diploma in English Language. Pupils who successfully pass the examinations in Course I or in Course II, receive certificates of distinction. Candidates for diplomas in either literature or language are required to write an essay on some line of work assigned by the Professor. Should the pupil at the same time be an applicant for a degree, she may present this same essay as her essay for graduation.

Latin

PROFESSOR PLEASANTS,

MISS PLEASANTS.

I. This class takes up the study of the easier Latin writers, carrying on the study of the grammar and impressing its principles by written exercises.

Four recitations a week (45 minutes).

TEXT-BOOKS: Cæsar; Ovid; Grammar (Bennett); Preparatory Latin Writer (Bennett).

II. The studies of this class are a continuation and enlargement of those of Class I, using more difficult authors and exercises.

Four hours a week.

TEXT-BOOKS: Virgil; Cicero; Grammar and Exercises (Bennett).

III. This class by its previous studies, well-grounded in the principles of the language, makes as far as can be made in the time, a practical acquaintance with the literature of the language. In this class also, there are regular written exercises in translating from Latin to English and from English to Latin.

Three hours a week.

TEXT-BOOKS: Livy; Horace; Tacitus; Harrison's and Gildersleeve's Latin Grammars; Roman History.

Upon the completion of Course III the pupil is granted a diploma in Latin. Those who pass successfully in Courses I or II receive a certificate of distinction.

Greek

PROFESSOR DICKINSON.

In this language there are three classes. The aims and methods are the same as those pursued in teaching Latin, viz.: to give the pupil a practical and useful knowledge of the language by reading portions of the best authors and by writing exercises with constant grammatical analysis.

TEXT-BOOKS.

- I. The First Greek Book (White); First Greek Reader (Moss); Xenophon's Anabasis.
 - II. Goodwin's Greek Grammar; Xenophon's Memorabilia; Homer's Iliad; Written Exercises.
 - III. Selections from Sophocles, Plato, and Demosthenes.
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French

PROFESSOR KUSIAN,

MISS HAYWARD.

There are three classes in this department. Strict attention is given to grammatical analysis. Idioms are carefully noted and compared with the corresponding English forms. Pupils are required to write exercises and original compositions throughout the course, and are, by their daily association with a foreign teacher, afforded the best opportunities for acquiring precision and fluency in speaking French.

I. Chardenal's *Complete Course*; Super's *French Reader*; Exercises. *Five recitations a week (45 minutes).*

II. Edgren's *Grammar*; Prose Composition; Dictations; *La Mare au Diable*; Chateaubriand's *Atala and René*; Easy *French Plays* (Benton). Parallel reading for 1909: *Le Conscrit*; *Histoire de France* (Super); Sight Reading.

Four hours a week.

III. Corneille's *Le Cid*; Molière's *Le Misanthrope*; Racine's *Athalie*; Hugo's *Hernani*; Rostand's *Cyrano de Bergerac*; Prose Composition; Conversation. Parallel reading for 1909: *Quatre-vingt-Treize*; *Cinq Mars*; *Histoire de la Littérature Française*; Sight Reading.

Three hours a week.

Upon the completion of Course III a diploma is awarded.

German

PROFESSOR KUSIAN.

In this language there are three classes. The aims and methods are the same as those pursued in French.

I. Joynes-Meissner's *Grammar* (Parts I and II); Exercises; *Geschichten am Rhein*; Wesselhoeft's *Composition*.

Five recitations a week (45 minutes).

II. Joynes-Meissner's *Grammar* (Part III); Jagemann's *Syntax and Composition*; *L'Arrabiata*; *Wilhelm Tell*; *Minna von Barnhelm*; *Die Hochzeitsreise*; Conversation. Parallel reading for 1909: *History of Germany* (Bayard Taylor); *Doctor Luther*; *Bilder aus der Deutschen Litteratur* (Keller); Sight Reading.

Four hours a week.

III. Jagemann's *Syntax and Composition*; Translations into German of Bulwer's *Lady of Lyons* and Irving's *Rip Van Winkle*; Lessing's *Nathan der Weise*; Goethe's *Hermann und Dorothea*; *Meisterwerke des Mittelalters*; Conversation. Parallel reading for 1909: Heine's *Harzreise*; Scheffel's *Ekkehard and Trompeter von Säkkingen*; Schiller's *Balladen*; *Deutsche Litteratur-geschichte* (Wenkebach). Sight Reading.

Three hours a week.

A diploma is conferred upon the pupil who completes Course III.

History and Political Economy

MISS TERRELL,

MISS PLEASANTS.

The aim through the entire course of history, is to give the student a thorough training in the best methods of study, and to acquire a systematic knowledge of the development of present conditions by studying those of the past.

I. ANCIENT HISTORY, INCLUDING THE TEUTONIC PERIOD DOWN TO 800 A. D.

In the study of Greek history much time is given to the study of Greek life, literature, and art, also the spread of Hellenism after Alexander, since this period affects the modern world more closely than the period of City-States. The study of Roman history includes the social, political, and economical institutions. A careful study is made of the breaking up of the Western Roman Empire and the formation of Charlemagne's Empire. Maps, charts, and diagrams are an essential part of this course. *Four recitations a week (45 minutes).*

Text-books are used, readings assigned, and lectures given.

TEXT-BOOKS: *Ancient History* (West). *Masterpieces of Greek Literature* (Wright); *Masterpieces of Latin Literature* (Laing).

II. GENERAL EUROPEAN HISTORY (first term). CIVIL GOVERNMENT OF THE UNITED STATES (second term).

This is a continuation of Course I. A careful treatment is made of the development of England and France, The Crusades, the growth of the Papacy, rise of Italian City-Republics, Feudalism, Reformation, Religious wars, and the causes of the French Revolution. Some acquaintance with the literature of these periods is required. The student is directed in a course of reading necessary to the full appreciation of the subjects pursued. Charts, maps, and diagrams necessary.

Three hours a week.

TEXT-BOOKS: *History of Western Europe* (Robinson); *Civil Government in the United States* (Fiske).

III. AN EPOCH OF MEDIÆVAL OR MODERN HISTORY (first term). ENGLAND AND FRANCE WITH SPECIAL REFERENCE TO THE RISE AND ESTABLISHMENT OF LIBERAL GOVERNMENTS (second term).

So far as time permits, the epoch studied in this course is taken broadly, and a critical study of the origin and development of the period is made, aiming to give the student such historical training as will stimulate further study in this or other epochs. The second term of this course includes a study

of the Revolutionary and Napoleonic periods, evils of Absolutism, and the influence of different nations on each other. Effort is made to encourage the discussion of the topics of the day and matters of general interest.

Three hours a week.

TEXT BOOKS: *The French Revolution* (Rose.) *Constitutional History and Political Development of the United States.*

Upon the satisfactory completion of II and III the student receives a diploma in history.

IV. POLITICAL ECONOMY, OUTLINE OF ECONOMICS.

A careful study of the questions and problems relating to modern conditions. Collateral reading assigned.

TEXT BOOK; *Introduction of the Study of Economics.*

Moral Science

PROFESSOR PLEASANTS.

Students applying for this work should have completed at least the equivalent of II Mathematics and II History, and should be reasonably familiar with the facts of Physical Science, including an elementary knowledge of the human body and its nervous physiology.

The course covering two years embraces work in Psychology, in Logic, and in Christian Ethics as the standpoint for an introduction to the History of Philosophic Thought. By means of experiment, of lecture, of reading, and of discussion, so far as is possible in the time allotted, the requisite methods, facts, principles, and theories are learned. As educational, however, the aim is to foster and develop that balanced self-activity which is the goal of all education, since it is the only true preparation for life.

I. Psychology and Ethics. *Three hours a week.*

TEXT-BOOKS: *Psychology* (Halleck); *Ethics* (Peabody).

II. Logic. *Two hours a week.*

TEXT-BOOK: *Logic* (Jevons).

Both of these courses are necessary for a diploma in Moral Science.

The English Bible

DR. TAYLOR.

The work offered in the English Bible covers two years, with two lessons a week. The aim of this course is to give such a knowledge of the Bible as a liberal English education demands. Theological problems and details of interpretation are not discussed. While the literary beauties of the Bible are considered, the higher place of the "book of books," as our great moral and spiritual guide, is always remembered.

In the *first* year the Bible is studied by books. Each book is treated as a unit, yet its relation to the other books is kept in view. In connection with the subject matter of the various books of the Bible, such subjects as the following are considered:—The titles and divisions of the Bible and the books of the Bible; the manuscripts and translations of the Bible; the character of the original languages of the Bible; the geography of Bible lands; the history and customs of the Jews and of other nations which figure largely in the Bible.

In the *second* year the life of Christ and the life and epistles of the Apostle Paul are studied, and a brief survey taken of the history and doctrines of the whole Bible.

The teaching is by means of text-books and lectures and library work. The text-books used are:—*Synthetic Bible Studies*, Gray; *Life of Christ*, Stalker; *Life of St. Paul*, Stalker; *The Bible*, Hovey.

Both courses are required for the diploma.

Mathematics

PROF. DICKINSON,

MISS CLEVELAND,

MISS PEYTON.

I. Beginning with Quadratic Equations the study of Algebra is continued for three months. The rest of the session is given to the study of Plane Geometry with constant drill in original exercises.

Fours hours a week.

TEXT-BOOKS: *Algebra for Secondary Schools* (Wells); *Plane Geometry* (Wells's Essentials).

II. Solid Geometry is studied for the first half session and Plane Trigonometry for the second half.

Three hours a week.

TEXT-BOOKS: *Solid Geometry* (Wells's Essentials); *Complete Trigonometry* (Wells).

III. This course covers quite fully Plane Analytic Geometry, and this will be followed by a short course as an introduction to the Infinitesimal Calculus.

Three hours a week.

TEXT-BOOK: *Analytic Geometry* (Nichols).

IV. A course in the Differential and Integral Calculus is offered to those students who have completed Course III, and desire to pursue further their studies in Mathematics.

Three hours a week.

TEXT-BOOK: *Differential and Integral Calculus* (Osborne).

A diploma in Mathematics is awarded to those who have completed Courses I, II, and III.

Physics

PROFESSOR COCKE.

I. MECHANICS, MOLECULAR PHYSICS AND HEAT.

Class work three, laboratory two, hours a week.

TEXT-BOOKS: *A First Course in Physics* (Milikan and Gale). A Laboratory course in Physics (Milikan and Gale).

II. MAGNETISM AND ELECTRICITY, SOUND AND LIGHT.

For entrance into this class, II Mathematics, or its equivalent, is required.

Class work three, laboratory two, hours a week.

TEXT-BOOKS: Hastings and Beach's *Physics*; Cajori's *History of Physics*. Notes.

Both courses are required for the diploma.

Chemistry

PROFESSOR COCKE.

I. INORGANIC CHEMISTRY, ELEMENTARY COURSE.

Class work two, laboratory three, hours a week.

TEXT-BOOK: *Remsen's Introduction to the Study of Chemistry*.

II. GENERAL CHEMISTRY, MORE ADVANCED COURSE.

Class work two, laboratory three, hours a week.

The laboratory work in this class is almost entirely quantitative in character.

TEXT-BOOKS: Newell's *Descriptive Chemistry*; Newell's *Experimental Chemistry*; Venable's *Short History of Chemistry*; Richards' *Chemistry of Cooking and Cleaning*. Notes.

(Students taking either class are charged a laboratory fee of ten dollars for chemicals, etc. Breakage or damage to apparatus is charged at cost.)

Both courses are required for the diploma.

Physical and Chemical Laboratories

Suitable rooms are provided for the conduct of laboratory work in the departments of Physics and Chemistry, in which there are the usual fixtures. Adjoining them is a storage room containing apparatus to be provided students as they may need, or to be used by the instructor in class-room demonstration.

In Chemistry each student is provided at the opening of school with locker and drawer, containing the apparatus necessary for performing the experiments given during the session, which they are required to return in good condition at the completion of the course.

In Physics the laboratory work is mostly quantitative in character, and suitable apparatus is provided, including many instruments of precision.

Botany

MISS HAYWARD.

The course of study in this school embraces (1) Morphology, (2) Vegetable Physiology, (3) Ecology, (4) Systematic Botany or Classification.

The method of instruction is by use of approved textbooks, supplemented by lectures, by constant study of living forms, and by experiments in which the student is made to observe for herself.

The department is supplied with all the apparatus and instruments needed in this study, such as Compound and Simple Microscopes, Dissecting Microscopes, together with a full line of microscopic objects to illustrate every variety of minute vegetable structure.

I. In the first year the subjects of Morphology and Vegetable Physiology are carefully studied, and a beginning is made of Systematic Botany or Classification of Plants.

Four hours a week.

II. In the second year Systematic Botany is more fully treated, and the subject of Ecology or Plant relations with Economic Botany, and a course on the minute structure of Plants is given.

Three hours a week.

TEXT-BOOKS: *Botany all the year round* (Andrews); *Leavitt's Outlines*; *Gray's Flora of the Northern States*; *Coulter's Plant Relations and Plant Structure*; *Chapman's Flora of the Southern States*.

Both courses are required for the diploma.

Physiology and Hygiene

DR. DRAKE.

This department offers a two years' course, at the satisfactory completion of which a diploma is awarded.

Great emphasis is given to the importance of a knowledge of physiology and hygiene as constituting an indispensable part of the education of young ladies.

The method of teaching is by lectures and text-books, with quizzing on previous lessons assigned.

Demonstrations are made of the forms and functions of the various tissues and organs of the human body by dissection of parts of the lower animals, and by the use of charts and models.

At intervals during the session, the resident physician delivers public lectures in the chapel on subjects of scientific and practical interest pertaining to physiology and hygiene.

I. Elementary Biology, Chemistry, Experimental and Descriptive Physiology.

TEXT-BOOKS: *Colton's Physiology*; *Walker's Anatomy, Physiology, and Hygiene*.

II. Anthropology and advanced Physiology.

TEXT-BOOKS: *Martin's The Human Body* (Advanced Course); *Raymond's Human Physiology*.

Both courses are required for the diploma.

Department of Music

PROFESSOR ERICH RATH, Director.

PROFESSOR MICHAELIS, *Piano, Violin.*

PROFESSOR HOFFMAN, *Organ, Piano, Harmony, Music Knowledge, History of Music.*

PROFESSOR SCHMIDT, *Piano, Chorus.*

MISS ISEMAN, *Piano, Music Knowledge.*

MRS. MICHAELIS, *Piano.*

MISS HUTCHINSON, *Voice Culture.*

MRS. HOFFMAN, *Voice Culture.*

The School of Music has for its object the foundation and the diffusion of a high musical education, which, based on the study of classic masters, embraces whatever is good in modern art. The school endeavors to attain this end by well-grounded instruction, imparted not only to amateurs whose object it is to acquire a correct knowledge of music, but also to those who wish to devote themselves to music as teachers. Most of the members of the Music Faculty have had the advantages of instruction in the Conservatories of Europe. There are thirty-eight (including four grand) pianos, a pipe organ, and other instruments in the institution for the use of the School.

Frequent recitals are given throughout the session at which the pupils acquire the ease and self-possession necessary to creditable performance before an audience. Lectures on musical topics, and recitals, are given from time to time by members of the Music Faculty.

A pamphlet, giving more specific details in regard to the course in music will be sent, upon application, to those interested.

Diplomas and Certificates

The Diploma of graduation in any branch of music is made to depend on the knowledge and ability of the pupil, not on the length of time she has studied. For graduation the pupil

must give proof of her qualifications by a public recital, embracing all styles of composition. She must also pass a successful examination in Class III of Music Theory.

The pupil giving proof of fair ability and success in any class of music study is entitled to a *Certificate of Distinction*.

A *Certificate of Proficiency* is given for satisfactory final examination in the last year's course of any single branch of Music.

The Course of Study

embraces Pianoforte, Organ, Voice Culture, Violin, Theory of Music.

A.—Pianoforte

The most approved modern methods for the systematic development of tone and technic (Mason's "Touch and Technic," Virgil's "Foundation Studies," Phillips' "Technical Studies," Joseffy's "Technical Studies," etc.,) are employed in the study of the pianoforte, supplemented by classical and modern compositions and Etudes according to the needs of the student.

The more advanced pupils will be given opportunity to join classes for the purpose of reading, at sight, arrangements of classical compositions for two pianos.

B.—Organ

Students of this instrument must have good attainments in piano playing, and ought to join the classes of Harmony, Counterpoint, and Musical Form, as these studies are of special importance to organists. All pupils have opportunity for playing in public, either in concerts or during the chapel services.

We have a pipe organ, built by Labaugh & Kemp, New York, of two manuals and two octaves' pedal, with twelve registers and three couplers.

C.—Voice Culture

The method taught is such as to develop and strengthen the voice, the first aim being beauty of tone and proper breath-control—then facility of execution. Exercises and studies by Lankow, Viardot, Concone, Marchesi, and others, are used. Songs are given as soon as the pupil has formed some idea of correct tone-production, and she is gradually made familiar with the best Italian, German, French, and English composers.

Pupils of sufficient advancement will have the advantage of training in concerted numbers. Quartets and choruses are drilled by the music director.

A cantata or operetta is given each session by the vocal students.

Sight Singing

Instruction is given in Sight Singing and Chorus Singing twice a week. This class is obligatory upon all vocal pupils, and open, without extra charge, to all pupils of the Music Department.

D.—Violin

The plan of study in this department is designed to create a taste for music of a high order, and to arouse enthusiasm for an instrument which is constantly growing in favor with young ladies.

The plan of work aims at thorough preparation for foreign study, at the same time adapting itself to the needs of students who are not preparing to be artists or teachers.

Ensemble classes are arranged as preparation for orchestral work. All violin pupils join the Hollins String Orchestra, which has always been one of the prominent features at the public recitals and entertainments.

E.—Music Theory

The study of Music Theory comprises General Music Knowledge, History of Music, Harmony, Musical Form,

and Analysis. The class in General Music Knowledge is obligatory upon all pupils taking Instrumental Music, until successful examination has been passed.

The study of Theory greatly facilitates a student's understanding and rendition of piano and organ music, and is indispensable for one who wants to make a specialty of music.

Class I. General Music Knowledge and History of Music.

Class II. Introductory Harmony and History of Music.

Class III. Modulation, Analysis, and Musical Form.

Department of Art

MISS STONE.

MISS VENABLE, Assistant.

In this department Drawing and Painting are taught. A knowledge of the principles of drawing is essential to the successful study of any branch of Art; and accuracy of Drawing is to be desired above all things. From the first lessons a few simple principles are taught; these form the basis for all work. By studying from objects, still-life, and nature, the pupil creates pictures and does not simply copy those made by some one else. It is the aim of the course so to train the mind and hand that the pupil becomes able to appreciate the highest and best in Art, and to produce, unaided, pictures which will be elegant and pleasurable ornaments for home.

Class I. Elementary Drawing—Outline drawing from objects; outline drawing, details of human figure from casts; drawing from still-life; Charcoal, Pen and Water-Color.

Class II. Figure Drawing and Painting—Heads from casts, still-life groups from objects, landscapes from an approved model or from nature. History of Art. Historic Ornament. Principles of Design.

Class III. Painting in oil and drawing from the Antique in Charcoal, Figures from the Antique; Still-life Groups; Portrait Heads from life; History of Art and Study of Lives of Eminent Artist; Historic Ornament and Design; Practical Perspective (one lesson a week); Sketch Class once a week.

Pupils will be given test studies, on which will depend their advancement into a higher class.

A Distinction of Proficiency in Drawing will be given to the student whose work admits her to the Art Students' League of New York, to which institution her drawings will be sent for examination. Applicants for a Proficiency in Painting must pass the examination for a Proficiency in Drawing as well as for that in Painting.

A Diploma of Graduation will be given to the student who has completed the four years' course and whose work admits her to the *Life Class* of the Art Students' League.

An advanced course will be furnished those students who desire to fit themselves for teaching and for European art study.

An exhibition of the students' work is held at the middle and close of each school year.

The History of Art

I. EGYPTIAN ART: Architecture, Sculpture, and Wall Painting, motives, methods, subjects.

ASIATIC ART: Central and Western Asia, India.

GREEK ART: Architecture, General System, Secular Buildings, Wall and Vase Painting, Sculpture.

ETRUSCAN ART: Origin and Development.

ROMAN ART: Mural, Portrait, Architecture, Monuments of Honor, etc.

MEDIÆVAL ART: Early Christian, Byzantine.

II. GOTHIC ART: English Cathedrals, German, French, Italian, Spanish, Sculpture, Painting.

MODERN ART: Renaissance Period. Architecture and Painting. Florentine School, Flemish, German, Venetian, Dutch, Spanish, English.

Books used for class and reference: History of Art (Lübke); History of Painting (Van Dyke); Roman and Mediæval Art (Goodyear); History of Art (N. D'Anvers); Christ in Art (French); Madonna in Art (Hurl); Saints in Art (Clement).

Class of Design

This class meets daily, and for the nominal fee of ten dollars any pupil of the school may have the privilege of joining.

Its object is to afford instruction in the theory and practice of freehand drawing with study of the History of Art. Primarily the work is intended for the art pupils; but realizing the broadening influence of such a course, we would urge all who can to avail themselves of this opportunity to gain knowledge of the historical development of Art. The Course includes very practical work in drawing as well as the theory of design. No previous knowledge or talent is necessary to admit one to the class.

Expression, Dramatic Art, and Gymnastics

MISS BECK.

The purpose of the Expression Department is to make natural, artistic readers by means of the most thorough and comprehensive instruction for the development of effective delivery in all forms of expression. It is intended for a school of training and personal culture. The controlling principle in the Expression Department is the development of each individual. Such problems and practices are assigned and such assistance is given as will enable the student to realize her own possibilities, and develop and manifest her individuality.

Course of Instruction

Class I. (a) Elementary principals of vocal and pantomimic expression, (b) quality of voice, (c) articulation, (d) harmonic Gymnastics, (e) problems in thinking: narrative, lyric and dramatic, (f) preparation of readings, (g) criticism.

Class II. (a) Vocal expression, (b) rhythm and melody in speech, (c) modulations of voice, (d) pronunciation, (e) pantomimic problems, (f) vocal interpretation of literature, (g) dramatic platform art, (h) criticism.

Class III. (a) Harmony in vocal expression, (b) agility of voice, (c) coöperative pantomime, (d) dramatic art, (e) imagination and dramatic instinct, (f) criticism.

Selections for Readings

From classic and modern writers. Interpretations of all forms literature.

Readings, new and original, arranged by the student herself, from short stories and scenes from dramas and novels, and abridgement of books for platform reading.

Lectures, sight reading from classics and current magazines and papers.

Gymnastics

Systematic exercise for the preservation and development of the physical powers, and to counteract and correct tendencies to abnormal development. Free standing and apparatus work. Swedish system.

Certificates and Diplomas are conferred upon those only who pass satisfactory examination on the theoretical part of the course and give evidence of practical work accomplished.

Special students of Elocution are required to take Physical Culture.

Bookkeeping, Stenography and Typewriting

MISS SCOTT.

The science of accounts is taught by a course of instruction—theoretical and practical—in Bookkeeping by single and double entry.

A thorough course in Typewriting and Stenography is provided, and the student is given practical instruction in writing business letters, reporting addresses, etc.

The Munsen system of Stenography is used.

Sub-Collegiate Classes

To those pupils who are not prepared to enter the Freshman classes, the following are offered:

Each class has five recitations a week (45 minutes).

ENGLISH: Higher Principles of English Grammar, Rhetoric, Composition, and selections from American and British authors.

TEXT-BOOKS: *Principles of Grammar*, Davenport and Emerson
Riverside Literature Series.

LATIN: This class is mainly employed in mastering the forms and elementary syntax of the language, and reading the easier Latin writers.

TEXT-BOOK: *Foundations of Latin* (Bennett).

MATHEMATICS: Academic Arithmetic (Wells); Algebra for Secondary Schools (Wells).

HISTORY: *History of England* (Andrews). *History of the United States* (White).

A thorough drill is given in the facts in English and American History. Emphasis is laid upon the relations of causes and effects of events, and every effort is made to forcibly show the difference between reading and studying history. Charts and maps are extensively used in this course.

PHYSICAL GEOGRAPHY: The Elementary facts of Physical Geography are treated, as far as practicable, in relation to their causes and their consequences upon the development of mankind. Free use is made of the apparatus of the Physical Laboratory, charts, maps, etc., to illustrate the various phenomena studied.

TEXT-BOOK: Davis's *Physical Geography*.

Examinations

Pupils entering this school are not subjected to rigid entrance examinations. They are assigned to such classes as

their own statement as to previous work accomplished indicates they are prepared to enter. If they propose to take advanced classes they must give to the teacher satisfactory evidence of preparation for same. Examinations occur at the completion of specific portions of the course in each department of study. The first of these are held the middle of December.

Examinations have always been conducted on the Honor System. The student is required at the close of the examination to write over her signature that she has not received or given assistance.

The teacher of the class, however, is present in the lecture-room during examination, not for the purpose of espionage; but to keep order and to lessen temptation.

Reports

Daily records of the attendance, deportment, and scholarship of the pupils is kept, from which quarterly reports are made and forwarded to parents or guardians about the first of the following months: December, February, April, and June. The value of each recitation, or exercise, is marked by numbers, one hundred being the maximum. The standing of the pupil for the quarter is the average of her daily marks. In these reports a general average of the grades attained in all her studies is also made. As a means of exciting to diligence and emulation, these reports are read in the presence of the whole school.

The Golden Report

Reports in which the general average of scholarship is 90, or more (one hundred being the highest grade), are called "Golden Reports," and by way of distinction are printed in golden type. This honor is attainable by any pupil in the school, whether in the highest or lowest classes. To attain this distinction the pupil's mark in deportment must be one hundred.

Scholastic Honors

A *Diploma* is awarded after satisfactory completion of the prescribed course in each department.

A *Certificate of Proficiency* is given after satisfactory examination upon certain special studies, either not included in the course for a diploma, or upon certain portions of the regular departments.

A *Certificate of Distinction* is given after satisfactory examination in any study in which the student does not receive a certificate of proficiency or a diploma.

The President's Medal for Scholarship

This is awarded to that student, who, in the regular Collegiate Department, has maintained the highest stand in daily recitations and examinations.

The candidate must have at least three Senior classes, and must attain a general average of at least 90 per cent.

The Academic Certificate

The Academic Certificate is given to those who have secured four or more diplomas—one, at least, from each of the following groups:

GROUP I.	English Language.	GROUP IV.	Mathematics.
	English Literature.		Physics.
GROUP II.	History.		Chemistry.
	Moral Science.		Botany.
GROUP. III.	Latin.		Physiology.
	French.		
	German.		

Applicants for the Academic Certificate must submit to the Board of Instruction not later than the first day of May, an essay of approved merit, composed by herself, upon some literary or scientific subject.

The A. B. Degree

On the following page is given a list of studies required for this, the only degree which the school offers. It will be observed that for students prepared to enter the regular Collegiate Department, the course is arranged for completion in four years. Many, however, come prepared to enter as Sophomores, in which case, of course, three years would suffice.

No option whatsoever is allowed in the work of the Sophomore year. Those who enter as Juniors must give satisfactory evidence in some way of having covered these required studies before the degree will be conferred. If any one of them should not be continued as a Junior or Senior study, the student must stand the examination on the same at some time during her residence here.

In the Junior and Senior years considerable option is allowed in the choice of studies. It is expressly understood, however, that no study selected as a Junior may be afterward counted as one of those required in the Senior year. Take III English for example. If this, instead of III History, is selected as one of the Junior studies, it may not be counted as one of the four required in the Senior year. If, however, III History and III English are both elected by the student, one of them will count in the Senior year.

Candidates for this degree who enter the Freshman Class and wish to take music or art in addition to the College Course will probably find it necessary to devote five years to the completion of the course.

We most earnestly urge all students to take the regular course here outlined, even though they may not be able to complete the entire work and secure the degree, as we regard it the most satisfactory arrangement from an educational standpoint.

We shall be glad to confer with any who contemplate taking the degree, and advise them as to their course, taking into consideration their peculiar preparation and needs.

Course of Study Leading to the A. B. Degree

Freshman Year

REQUIRED STUDIES:

I English (4*); I Latin or I Greek (4); I French or I German (5);
I Mathematics (4); I History (4); Composition (1).

Three-quarter hour recitations.

Sophomore Year

REQUIRED STUDIES:

II English (3); II Latin or II Greek (4); II French or II German
(4); II Mathematics (3); II History (3); Composition (1).

One hour recitations.

Junior Year

REQUIRED STUDIES:

One study from each of the following groups:

Group 1: III English (3); III History (3).

Group 2: Latin (3); III Greek (3); III French (3); III German (3).

Group 3: I Moral Science (3).

Group 4: I Chemistry (5); I Physics (5).

Group 5: I Botany (3); I Physiology (3).

Group 6: Composition (1).

One hour recitations.

Senior Year

REQUIRED STUDIES:

Four of the following:

IV English (3); III English or III History (3) (the one not elected in Junior year); III Latin or III Greek (3) (the one not elected in Junior year); III French or III German (3) (the one not elected in Junior year); III Mathematics (3); II Chemistry (3); II Physics (3); Political Economy (3); II Moral Science (3); II Physiology (3); II Botany (3); II History of Art or III Music Theory (3).

One hour recitations.

Applicants for the A. B. Degree must submit to the Board of Instruction not later than the first day of May, an essay of approved merit, composed by herself, upon some literary or scientific subject.

*Figures in Parenthesis indicate number of recitations per week.

Expenses

The charge for boarding pupils for school year, including (1) Instruction in all collegiate studies and class Elocution; (2) Furnished room, board, heat, electric light; (3) Physician's attendance and Infirmary attention (except in cases where exclusive services of nurse are required); (4) Laundry (a reasonable number of pieces); (5) Use of Library and Reading-Room; (6) Attendance at all lectures, recitals, etc. (see Page 13)-----\$325.00

Special Studies

Piano	\$75.00
Pipe Organ	75.00
Violin	75.00
Voice Culture	75.00
Music Theory (Class II or III)	25.00
Use of Piano one hour daily	10.00
Use of Organ one hour daily	15.00
Art (Drawing, Painting, etc.)	50.00
Design	10.00
Elocution (special)	50.00
Physical Culture	10.00
Fencing	20.00
Stenography, Typewriting and Bookkeeping, each	30.00
Any two	50.00
All three	60.00

Fees

Department Diplomas (each)	\$ 1.00
Academic Certificate	3.00
A. B. Degree	5.00
Chemistry	10.00

Payments are made in three installments:—One hundred and thirty-five dollars (\$135.00) on entrance, and of the balance, one-half on the fifteenth of December, and one-half the fifteenth of March.

No pupil is received for a shorter time than the full school year, or the remaining portion thereof at the time of entrance.

No deduction is made from regular, or special charges the first and last months of the school year or for temporary absences during the school year.

No deduction is made for the withdrawal of a pupil except in cases of protracted illness.

When a pupil is withdrawn on account of illness, or is required to leave as a matter of discipline, she is charged for tuition in regular and special studies to the end of the current half-year, and for board to the date of withdrawal (reckoned from the time the President is informed of the fact by parent or guardian.)

Special studies are allowed only with permission of parent or guardian. When begun, however, they may not be discontinued without payment to end of current half-year.

The charge for Music and Elocution includes two half-hour lessons weekly. For additional lessons in these studies charges are made at regular rates.

The charge for Art includes two hours daily in the studio. For additional daily hour a charge of ten dollars (\$10.00) is made for the school year.

Text-books, stationery, sheet music, art materials and medicine are furnished at regular retail prices. When such items are not paid for in cash, they are charged to the individual, and a statement of same is rendered to the parent or guardian with the regular school account, December 15th, March 15th, and the end of the school year.

Pupils furnish only towels and napkins for their own use.

A liberal deduction is made to daughters of ministers of the Gospel.

When two sisters come together, a deduction of \$20.00 is made from each account.

Transportation

No charge is made for transportation of pupils and their baggage from and to our station at the opening and close of the school year. For all other transportation a reasonable charge is made.

Holidays

We give the following holidays, all of which, except Christmas, are intended as recreation days at the school:—

A Saturday in October for excursions to near-by mountains.

Thanksgiving Day.

Christmas holidays from Friday, December 18th, at 4:00 p. m., to Tuesday, January 4th, at 8:00 a. m. (Pupils who fail to conform to these dates will be subjected to such discipline as the faculty may deem wise.)

Founder's Day—February 21st, the birthday of Charles L. Cocke.

At Easter we give no recess; but during the spring from time to time a day of holiday is given for rest and recreation of teachers and pupils.

Literary Societies

Of these, there are two connected with the Institute, the Euzelian and the Euepian. Their weekly meetings are of great interest and profit to the members. The exercises are varied; reading from standard authors and from the leading magazines of the day are a potent means of improvement, but the center of power and of interest lies in the original work of the members themselves—in essays, in written debates, and in the general discussion of questions, practical and literary. Thus not only training is secured, but no inconsiderable store of information. Best of all, the student, bringing to bear upon the subjects under consideration what she has learned in different lines, discovers for herself something of that unity and harmony of knowledge which so fires the mind to further search. Though the Faculty show their interest by visits and occasional suggestions, yet the control and conduct of the societies lies wholly with the members themselves. This encourages a freedom of thought and a zest for action which is most broadening, and which is counterbalanced by the recognition on the part of the members of the responsibility devolving

upon themselves to do and be only what is worthy of this Institute.

With rare exceptions, those who have attained marked success as students in this school have been members of one or the other of these organizations. Therefore, parents who desire to secure for their daughters breadth of intellectual training, would do well in urging them to avail themselves of this means of growth and culture.

Each society has a commodious hall appropriately furnished.

Publications

Two publications are sent out each session by the pupils of the school, *The Hollins Quarterly*, which appears in December, February, April, and June, and *The Spinster*, which appears about the close of the session. The former is edited and managed entirely by a board of editors elected from the literary society members; the latter by a board elected from the student body. These publications are well conducted and are sources of great pleasure and profit to the students having them in charge, as well as to the school at large.

The Euzelian Scholarship

This scholarship, founded in 1896 by the Euzelian Society, is designed to assist deserving but needy students in the attainment of higher training in English and other branches of a liberal course of instruction. It entitles the incumbent to free tuition in the full collegiate course for the session.

The conditions of incumbency are that the beneficiary shall be a member of the Euzelian Society, or shall become so immediately upon receiving the appointment; that she shall be of such maturity of mind and character, and shall have reached such a stage of advancement in collegiate work, as shall qualify her to enter Senior classes in Hollins Institute; and that English shall be one of the courses elected.

The appointment of this scholarship is to be made at the close of each session for the session following, and by a com-

mittee consisting of the President of the Institute, the Professor of English, and the final President of the Euzelian Society. In making the appointment, the committee will be guided, not by scholarship alone, but also by other evidences of peculiar fitness; and more especially by a consideration of the need, on the part of the applicant, of the assistance applied for.

The Euepian Scholarship

This scholarship, founded in 1900 by the Euepian Society, is designed to assist deserving students in securing scholastic training at Hollins Institute. It entitles the incumbent to free tuition in the full collegiate course for one session, or more, if necessary.

The conditions of incumbency are that the beneficiary shall be a member of the Euepian Society, or shall become one immediately upon receiving the appointment; that she shall be of excellent character, and shall be sufficiently mature in mind to qualify her to enter at least Sophomore classes in Hollins Institute; and that English Literature and one language, either ancient or modern, be among the courses elected.

The appointment of this scholarship is to be made at the close of each session for the session following, and by a committee consisting of the President of the Institute, the Professors of Ancient Languages, Modern Languages, and English Literature, and the four final officers of the Euepian Society.

The Young Women's Christian Association

This Association has as its object the promotion of the religious interests of the students. Though the privilege of membership is extended to the Faculty, the active work and the direction of the Association are entirely in the hands of the students themselves. A service is held weekly in the Y. W. C. A. rooms, and also a monthly missionary meeting. The Association works in various ways to promote right living, and is a prominent factor for good in the Institute.

Officers

1907-'08

1908-'09

MARY BARKSDALE.....	<i>President</i>	HELEN STEINER
HELEN STEINER.....	<i>Vice-President</i>	RUBY DICKINSON
RUBY DICKINSON.....	<i>Secretary</i>	JULIA THOM
MARY MILES.....	<i>Treasurer</i>	KATIE STONE

Athletics

The Athletic Association, organized by the students, and under the general supervision of the Faculty, takes charge of outdoor sports, such as tennis, basket-ball, etc. The grounds for these sports are conveniently located, and are freely used except in the most inclement weather. The gymnasium is equipped with necessary appliances, and is under the supervision of the teacher of Physical Culture. In addition to these organized sports, the surrounding country, which abounds in beautiful and picturesque scenery, offers many attractive walks. Frequently, during the fall and spring months, large parties visit the Falls, Tinker Mountain, and other places of local interest. These rambles conduce largely to the health, vigor and happiness of the students.

Alumnæ Association

This organization meets annually during Commencement. Due notice is given each year by the executive committee as to the day and hour of meeting. The object of the Association is to foster among the Alumnæ sentiments of affection for their Alma Mater and of regard for each other. All ex-pupils are eligible to membership. The officers are as follows:

President: Miss Hally B. Bryan, Washington, D. C.

First Vice-President: Miss Stella Stras, Roanoke, Virginia.

Second Vice-President: Mrs. Mattie F. Fowlkes, Burkeville, Virginia.

Recording Secretary: Mrs. Erich Rath, Hollins, Virginia.

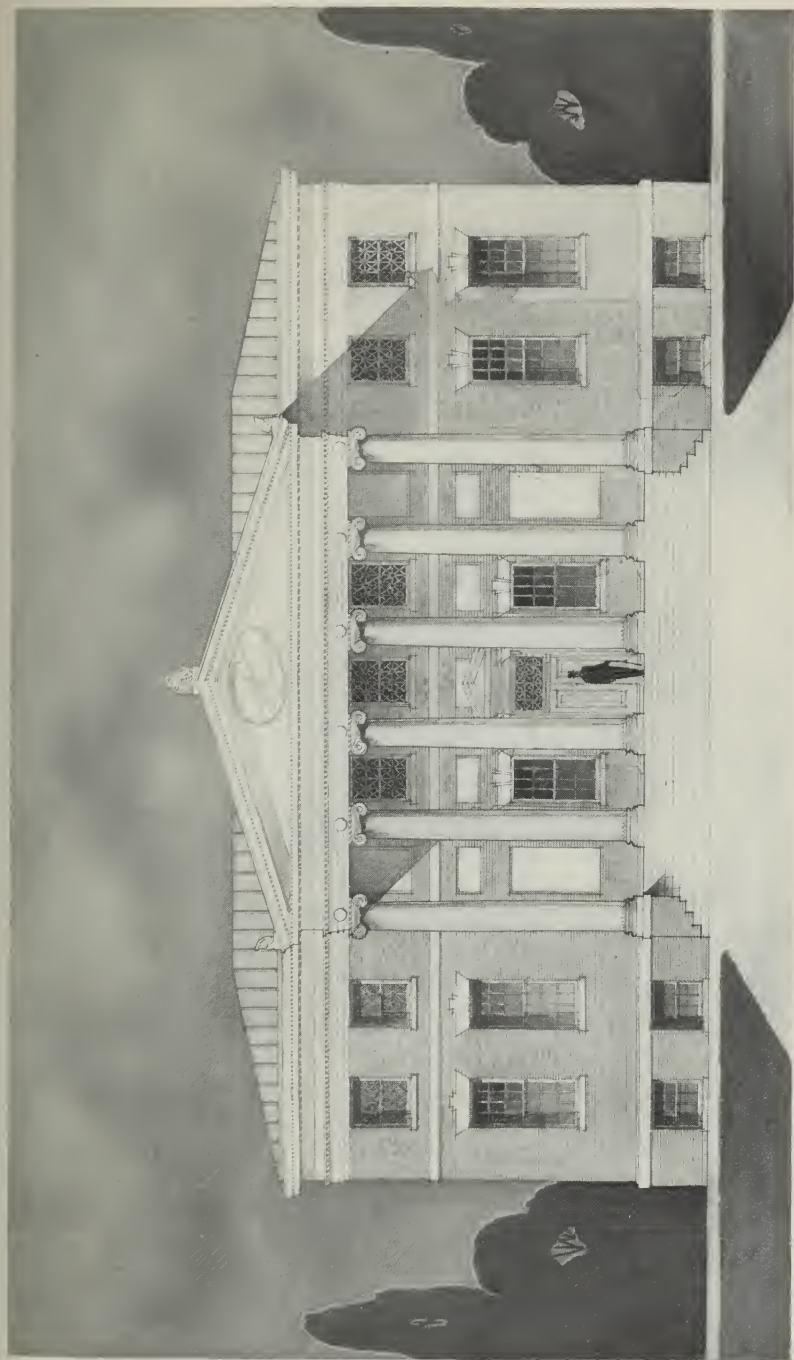
Corresponding Secretary: Miss Bessie Peyton, Hollins, Virginia.

Treasurer: Mrs. J. A. Turner, Hollins, Virginia.

Executive Committee: Mrs. J. P. Barbee, Hollins, Virginia; Miss Emma M. Thom, Ashton, Maryland; Miss Stella Stras, Roanoke, Virginia; Miss Mary Sue Dew, Richmond, Virginia; Mrs. Jos. Rice, Salem, Virginia; Miss Stella McLaughlin, Hollins, Virginia.

For several years this Association has been deeply interested and actively engaged in raising a Memorial to the Founder of Hollins Institute. The proposed Memorial is a Library Building, which is now in course of erection, and will be ready for occupancy in September, 1908. The following committee has had this work especially in charge:

Miss Marian S. Bayne, Hollins, Virginia; Mrs. Albert A. Mack, Groton, Connecticut; Mrs. E. F. Clay, Paris, Kentucky; Mrs. Thomas P. Bagby, West Point, Virginia; Miss E. P. Cleveland, Hollins, Virginia; Miss Agnes C. Terrell, Hollins, Virginia; Miss Elizabeth L. Puryear, Orange, Virginia; Miss Mary Williamson, Hollins, Virginia.



COCKE MEMORIAL LIBRARY

Commencement Day

Wednesday, June 3, 1908

10 A. M.

Programme

PROCESSIONAL—Coronation March *Meyerbeer*
Orchestra

HYMN—"Come, Thou Almighty King" *Wesley*

Prayer

Deliberation of Diplomas in Departments

PIANO SOLO—Magic Fire Scene, from "Valkyre" *Wagner-Brassin*
Miss Sallie Gray Shepherd (Graduate)

Address to the School

Dr. Francis H. Smith, of the University of Virginia

VOCAL SOLO—Spring Song *Becker*
Miss Estelle Hutchinson

Deliberation of Scholarship Medal

Hon. J. J. Darlington, Washington, D. C.

ORGAN SOLO—Marche Nuptiale *Faulkes*
Miss Elizabeth Mary Darlington (Graduate)

Conferring the Academic Certificate

VOCAL QUARTET—"Doan Ye Cry, Ma' Honey" *Noll*
Misses Hayward, Stearnes, Orrick, Bryan

Conferring the A. B. Degree

Dr. Wm. H. Pleasants, Dean of the Faculty

PIANO DUO—Concert Valse *VanWilm*
Misses Abbott and Stearnes

Certificates of Proficiency

Psychology and Ethics

ELLA ARCHER ANDERSON	Virginia
EUDORA RAMSAY	Virginia
MARGARET SHEPHERD WEBB.....	Virginia

History

GERTRUDE JOHNSTONE	Alabama
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Design

MABEL MCENTIRE	Missouri
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Piano Music

MARGARET ALEXANDER RUSSELL	Texas
JANE WINGFIELD	Virginia

Vocal Music

MABEL GRIGSBY	District of Columbia
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Graduates in Departments

June 3, 1908

English Language

LORA CRUMP	Virginia
CLARA ELLEN FORBES	Alabama
LOUISE B. MURPHY	Texas
HELEN CAMP STEINER	Alabama
MARY HIGHTOWER STONE	Virginia

English Literature

ELLA ARCHER ANDERSON	Virginia
SUSIE LIGHTFOOT ANDERSON	Virginia
OLINE BUTTS	Georgia
MAY CAMP	Virginia
ELIZABETH DARLINGTON	District of Columbia
RUTH FLANARY	Virginia
CLARA ELLEN FORBES	Alabama
MAY HALEY	Virginia
BESS HARLAN	Texas
PHOEBE HUNTER	Pennsylvania
GERTRUDE JOHNSTONE	Alabama
TERRY TRUX LACKLAND	Alabama
FRANCES LONGAN	Missouri
GEORGIE ALICE MCINERNAY	Arizona
BESSIE MAJOR	South Carolina
GRACE MITCHELL	Illinois
GLADYS EDWARD NEALE	Virginia
GERTRUDE OBERHOLTZER	Pennsylvania
WILLELLA RAINER	Alabama
EUDORA RAMSAY	Virginia
KATE WOMACK STONE	Virginia
HENRIETTA TAYLOR.....	Arkansas
SOPHIE TILLMAN	South Carolina
JANE WINGFIELD	Virginia
MABEL WOOLFORD	Maryland

Latin

ELLA ARCHER ANDERSON	Virginia
LIZZIE T. BENNETT	Georgia
ALLIE GRAY BUCHANAN	Virginia
TERRY TRUX LACKLAND	Alabama
JANIE LAWSON	Virginia
CARRIE POOL	South Carolina
MAEV RICHARDSON	Georgia
NAN SUDDUTH	Virginia
SOPHIE TILLMAN	South Carolina
MARGARET WEBB	Virginia
MARIAN WILKINSON	Georgia

French

MARGARET CHEWNING	Virginia
ELIZABETH DARLINGTON	District of Columbia
ROSE PLEASANTS HAYWARD	Louisiana
MAYSIE LYLES	South Carolina
MARY MILES	Virginia
MARY B. POWERS	Virginia
MARY PRESSLEY SMITH	Kentucky
NAN SUDDUTH	Virginia

German

MARY BARKSDALE	Virginia
MAY CAMP	Virginia
PHŒBE HUNTER	Pennsylvania

Mathematics

ELIZABETH DARLINGTON	District of Columbia
MARGUERITE GEER	South Carolina
WILLELLA RAINER	Alabama

Physics

SUSIE LIGHTFOOT ANDERSON	Virginia
CLARA ELLEN FORBES	Alabama
MARY PRESSLEY SMITH	Kentucky

History

LORA CRUMP	Virginia
ELIZABETH DARLINGTON	District of Columbia
RUBY DICKINSON	Virginia
BESS HARLAN	Texas
BESSIE MAJOR	South Carolina
SALLIE GRAY SHEPHERD	Virginia
RUBY RAY SMITH	Virginia
MARY HIGHTOWER STONE	Virginia
HENRIETTA TAYLOR	Arkansas
SOPHIE TILLMAN	South Carolina

Moral Science

MARY BARKSDALE	Virginia
MAY CAMP	Virginia
CLARA ELLEN FORBES	Alabama
TERRY TRUX LACKLAND	Alabama
EDITH McLAUGHLIN	Virginia
LOUISE MURPHY	Texas
CARRIE POOL	South Carolina
MARY PRESSLEY SMITH	Kentucky
HELEN CAMP STEINER	Alabama
JANE WINGFIELD	Virginia

English Bible

F. CATHARINE BRYAN	China
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Botany

LOUISE MURPHY	Texas
GERTRUDE OBERHOLTZER	Pennsylvania
JANE WINGFIELD	Virginia

Physiology

SUSIE LIGHTFOOT ANDERSON	Virginia
MARY BARKSDALE	Virginia
MAY CAMP	Virginia
LOUISE CARPENTER	Virginia
MARGARET CHEWNING	Virginia
RUTH FLANARY	Virginia
MAY HALEY	Virginia
MARY SULLY HAYWARD	Louisiana

ROSE PLEASANTS HAYWARD	Louisiana
TERRY TRUX LACKLAND	Alabama
JANIE LAWSON	Virginia
MARIE MIKELL LEBBY	South Carolina
EDITH McLAUGHLIN	Virginia
MARY MILES	Virginia
HALLIE MOORE	Virginia
CARRIE POOL	South Carolina
EUDORA RAMSAY	Virginia
RUBY RAY SMITH	Virginia
HELEN CAMP STEINER	Alabama
MARY HIGHTOWER STONE	Virginia

Piano

SALLIE GRAY SHEPHERD	Virginia
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Organ

ELIZABETH DARLINGTON	District of Columbia
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Art

PHOEBE HUNTER	Pennsylvania
MARCIA FIELD	Missouri

Academic Certificates

EDITH MAY CAMP	Virginia
English Literature, German, Moral Science, Physiology.	
ELIZABETH DARLINGTON	Alabama
English Literature, French, Mathematics, History.	
TERRY TRUX LACKLAND	Alabama
English Literature, Latin, Physiology, Moral Science.	
CARRIE POOL	South Carolina
English Literature, Latin, Physiology, Moral Science.	
MARY PRESSLEY SMITH	Kentucky
English Literature, French, Mathematics, Physics, Moral Science.	
RUBY RAY SMITH	Virginia
English Literature, French, Physiology, History.	
HELEN CAMP STEINER	Alabama
English Literature, English Language, German, Physiology, Moral Science.	
MARY HIGHTOWER STONE	Virginia
English Literature, English Language, French, Physiology, History.	

Bachelors of Art

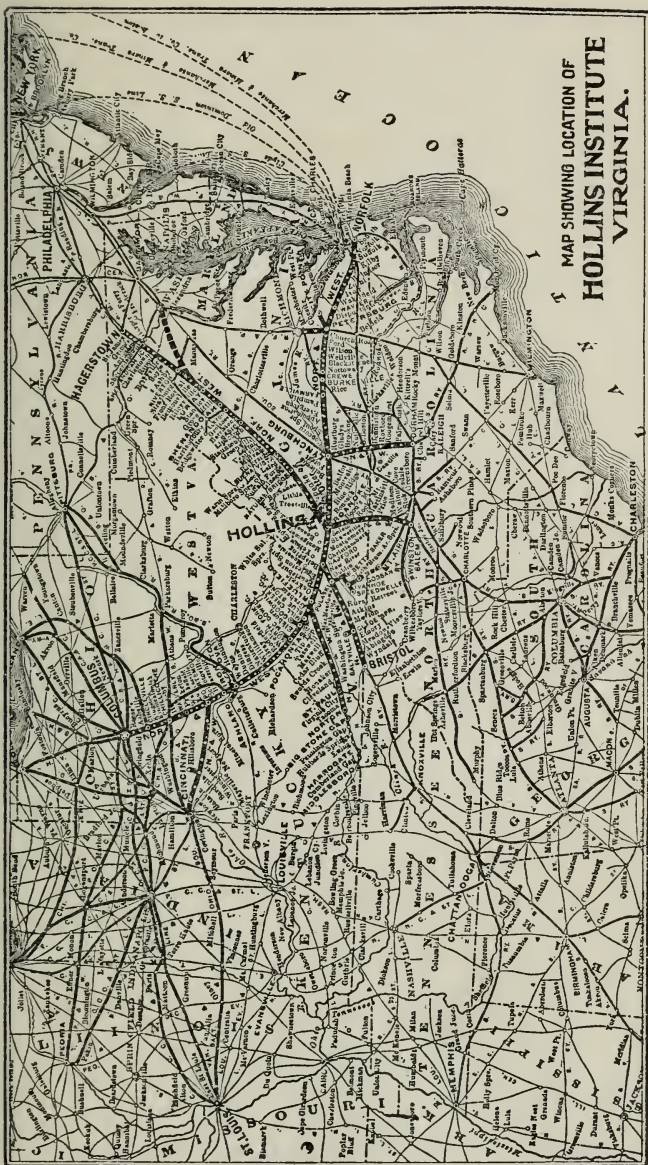
MARY OWEN BARKSDALE	South Boston, Virginia
F. CATHARINE BRYAN	Shanghai, China
LORA CRUMP	Richmond, Virginia
CLARA ELLEN FORBES	Montgomery, Alabama

President's Medal for Scholarship

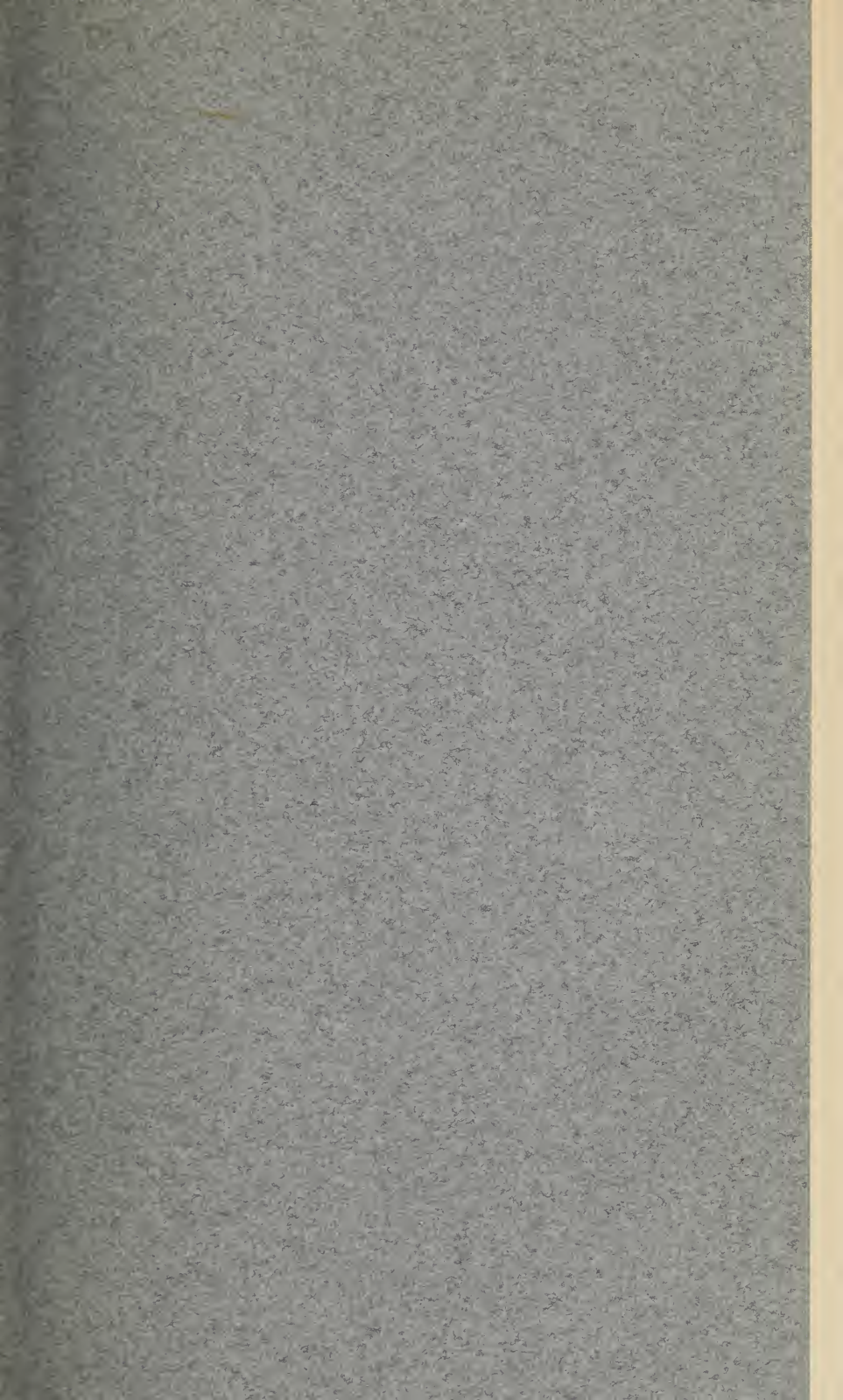
MARY OWEN BARKSDALE	Virginia
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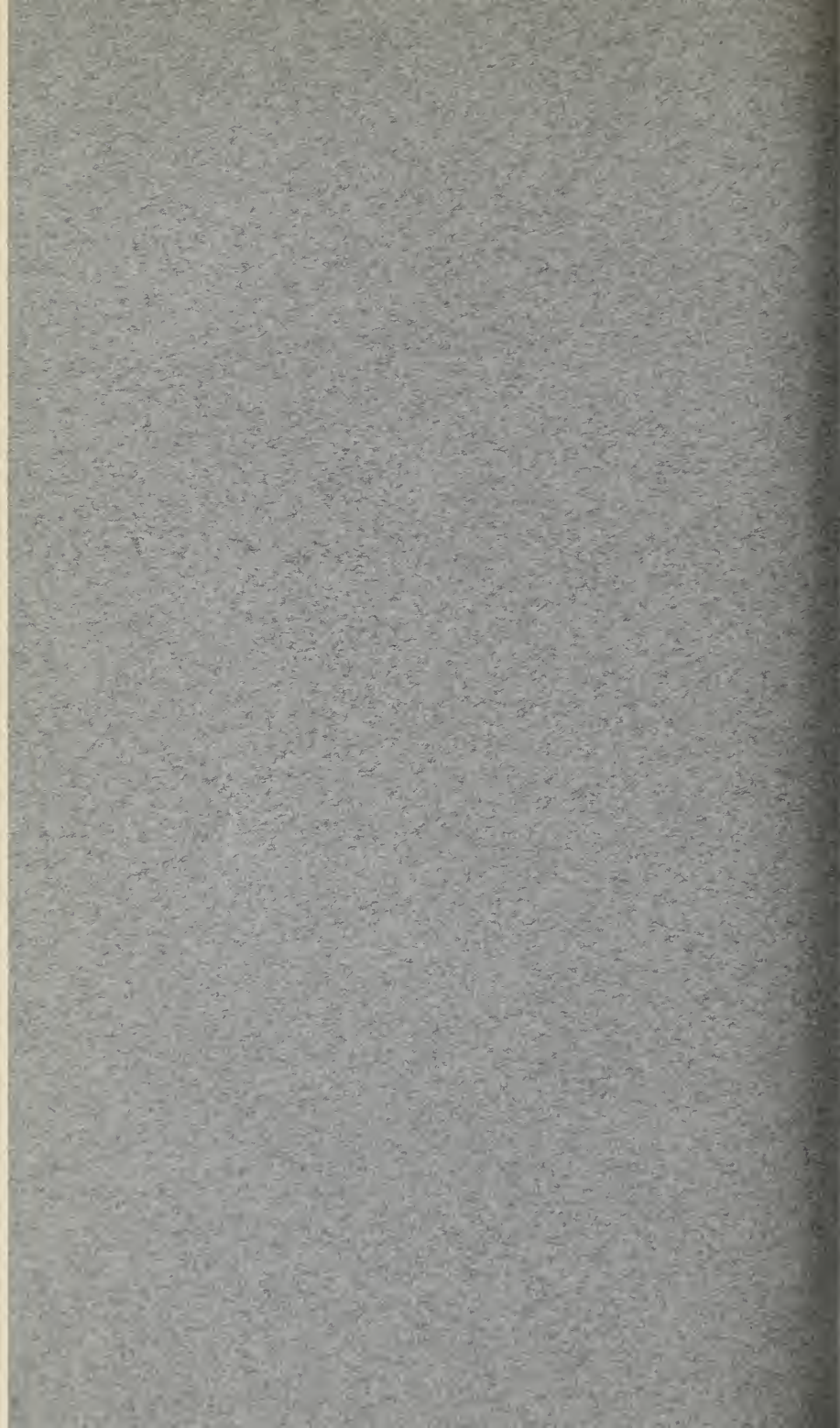
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MAP SHOWING LOCATION OF
HOLLINS INSTITUTE
VIRGINIA.





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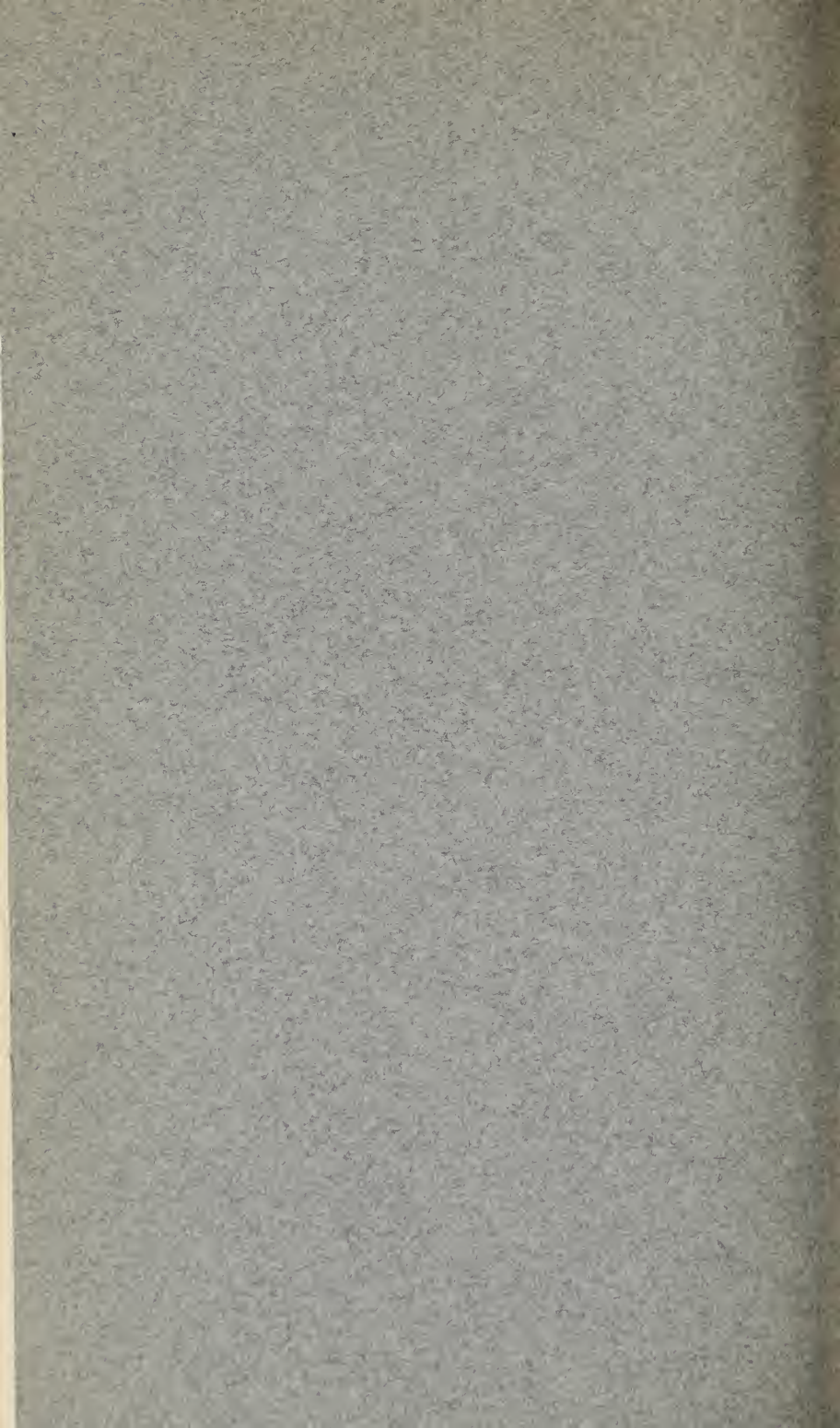


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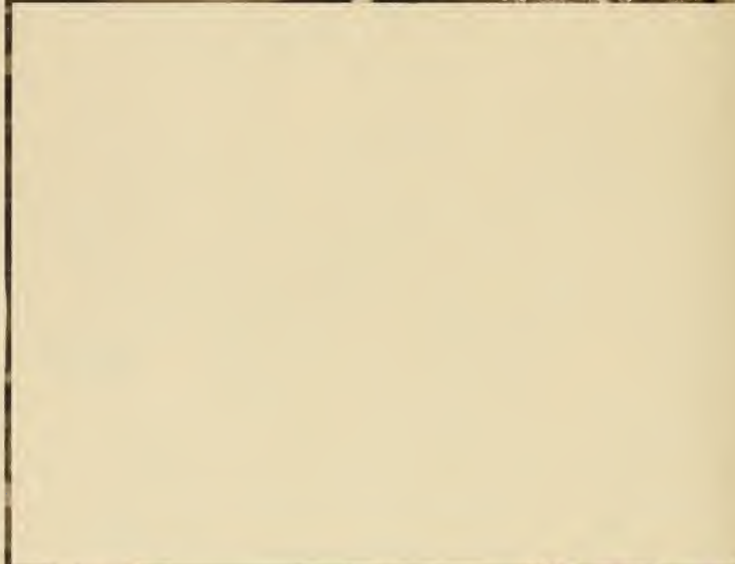
Hollins Institute

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ANNOUNCEMENTS FOR SESSION 1908-9



CHARLES L. COCKE
FOUNDER OF HOLLINS INSTITUTE

SIXTY-SEVENTH ANNUAL CATALOGUE

OF

Hollins Institute

Hollins, Virginia



SESSION 1914-1915

ANNOUNCEMENT OF THE REGENTS 1914-1915

PRINTED BY THE
THE HOLLINS INSTITUTE BOOK CONCERN



CHARLES L. CORNELL
PRESIDENT OF CORNELL UNIVERSITY

SIXTY-SEVENTH ANNUAL CATALOGUE
OF

Hollins Institute

Hollins, Virginia



SESSION 1909-1910

ANNOUNCEMENTS FOR SESSION 1910-1911

ROANOKE, VIRGINIA
The Stone Printing and Manufacturing Company
1910

Calendar for Session 1910-1911

1910

SEPTEMBER 21ST, *Wednesday*—Opening Day.

OCTOBER—,—“Tinker Day.” Holiday.

NOVEMBER 24TH, Thursday—Thanksgiving Day. Holiday.

FRIDAY, DECEMBER 16TH, 8 A. M. TO TUESDAY, JANUARY 3D,
7 P. M.—Christmas Recess.

1911

FEBRUARY 21ST—Founder's Day. Holiday.

JUNE 4TH TO 7TH—Sixty-eighth Commencement.

To the Patrons of Hollins Institute

The death of Dr. Charles L. Cocke, on the fourth of May, 1901, closed the career of a man who had, for a period of fifty-five years, consecrated with enthusiastic devotion all of his powers to the higher education of the women of the South. The plans inaugurated in his early manhood contemplated the building up of an institution of sufficient size to be a factor in the educational development of the country—an institution whose literary standards should be such that its certificates would be a guarantee of efficient work actually done, and whose moral and social life should be of such a character as one would expect to come in contact with in a cultured Virginia home. That these ideals have been accomplished is a matter of history, and their existence is a part of the institution.

Dr. Cocke would have considered that much of his life had been in vain, had he not made proper provision for the continuation of the work that had been under his care for so many years. To this end, he designated those who should succeed him in the management of the institution. Indeed, owing to the infirmities of age, the affairs of the institution had for several years before his death been largely delegated by him to the following parties, who now have official charge:

MATTY L. COCKE.....	President
LUCIAN H. COCKE.....	Vice-President
JOSEPH A. TURNER.....	General Manager
M. ESTES COCKE.....	Secretary and Treasurer

Board of Governors

	LUCIAN H. COCKE	
WILLIAM H. PLEASANTS		MATTY L. COCKE
	A. T. L. KUSIAN	
JOSEPH A. TURNER		M. ESTES COCKE
	MRS. C. H. COCKE	

The above names are familiar to the patrons of the institution, and it is believed that no further assurance is necessary that the institution will be conducted upon the same lines of conservative progress that have characterized its history for more than half a century.

Historical Sketch

This institution opened its first session in the spring of 1842, under no distinctive name. It was known as the "School at Botetourt Springs," and was conducted in the interest of both sexes. Subsequently, as it continued to grow in strength and numbers, it was called "The Valley Union Seminary." For ten years it prospered on the original plan, and during that period sent forth many young men who became prominent in business and professional life. It was under the control of a joint stock company.

In 1846, Charles L. Cocke was called to take charge, and from that time to the end of his life, in 1901, all his energies and powers were used to conduct and perpetuate an institution which might prove a blessing to the people without distinction of sect or class, and an honor to his native state.

In the year 1851, both departments being filled with pupils, the company determined, from various considerations, the controlling one being inadequacy of accommodations, to suspend the department of males, or transfer it to another locality. The most potent reason for continuing this school for young women exclusively, arose from the fact that there was at that time no chartered institution for women in all Virginia—city or country—no institution with thorough and systematic courses of study.

The session 1852-53 opened for young women only, with broad and elevated courses of study. The accommodations were very soon all filled, and since that time the school has continued to prosper. The fact that young women from many parts of Virginia eagerly entered the institution and took advanced courses of study, many of them coming from uncultured homes, had a startling effect; for it demonstrated the fact that the people were in advance of their leaders on the question of the higher education for women.

The time had come for the higher education of women, and

that fact having been made palpable by the unlooked-for success of this institution, numerous christian schools were soon inaugurated in the state.

This school continuing to overflow with pupils, in 1855 Mr. John Hollins, of Lynchburg, a gentleman of wealth, inspired by his pious wife, Mrs. Anne Hollins, proposed to the company having charge of the property to place the entire enterprise in the hands of a self-perpetuating Board of Trustees. The company acceded to this proposition, and Mr. Hollins placed at their disposal the sum of five thousand dollars for further improvements. Having performed this noble deed of philanthropy, Mr. Hollins returned to his home and was soon stricken with paralysis, from which attack he never recovered. Mrs. Hollins, however, continued to be the firm and liberal friend of the school. She subsequently made several handsome donations, and would doubtless have heavily endowed the institution at her death but for the fact that her investments were totally swept away by the results of the war.

Until 1870 the school was sustained by Virginia patronage alone. It did not make itself known (and had no occasion to do so) beyond the limits of the state. Since that time, however, its accommodations have been largely increased, its courses of study adjusted to college work, and pupils have been drawn from a much larger area. From twenty to thirty states are represented each session.

Besides the numerous cultured characters it has given to society at large, its contributions to the teaching profession have been numerous and most creditable. Its graduates are found in the faculties of many public and christian schools and colleges of various denominations in this and other states. Its representatives also stand on nearly every foreign mission field.

Change of Charter and Organization

At the regular annual meeting of the Trustees, held on June 2, 1900, the Superintendent reported that the session (fifty-seventh) then about to close was, all things considered, the most prosperous in the history of the school. He urged, as he had repeatedly done for years, the necessity of expansion and advance; that the premises were not adequate either to meet the pressure from without, or to afford the facilities demanded in a college for young women in view of present conditions and demands of society. The Board, after due deliberation, determined to reorganize the corporate organization under which the school had been conducted from its origin, and by unanimous vote, a full Board being present, passed the following resolution:

"That the President and Secretary of the Board of Trustees of Hollins Institute are hereby authorized and directed to execute and deliver to Charles L. Cocke and the legal representatives of Charles H. Cocke, or to such corporation as they may designate, a deed with apt words of conveyance, and with covenants of general warranty, to, all and singular, the real estate and premises now owned and controlled by this Board, or to which it may be entitled, either in law or equity.

"That the said officers are also further authorized to transfer to the grantee, in the deed above mentioned, the right to use the name of 'Hollins Institute' as the title and name for an institution of learning for the education of young women, and also the good-will of the institution known as 'Hollins Institute,' which has been for many years conducted under the auspices of this Board, as well as all the rights and franchises now held by this Board under the various acts of the General Assembly of Virginia incorporating this Institution."

The General Assembly of Virginia, during its session for 1901, granted a new charter to the corporation known as "Hol-

lins Institute," and in pursuance of the foregoing resolutions a deed was executed granting and conveying to the new corporation the premises, property and franchises formerly held by the "Trustees of Hollins Institute."

The past ten years have been years of very great progress and development in the history of this institution. The faculty has been enlarged, its courses of study expanded and adjusted to the best standards of college work, and its material equipment largely increased. The courses of study offered, the opportunities for dignified social culture and the conditions of living, all contribute to render the institution singularly attractive to those who become its inmates for scholastic purposes.

Principles Which Govern the Institution

This institution closes its sixty-seventh annual session on the first day of June, 1910. During its history it has accomplished a great work. Thousands of young women have gone forth into life bearing its training and impress, and have filled, and many of them still fill, elevated positions in society, and, in many instances, places of high responsibility and influence.

The following general principles have been recognized as of prime importance, and have controlled its management:

I. CULTURE. *All true culture must come from within.*

The heart, the mind, the moral principles, the christian virtues, must have correct training under pure and elevated standards in order to develop high culture and character.

II. DAILY LIFE. *The every-day life of a college for young women must be kept up to high standards.*

The principles and habits, the ways and manners of young women during the scholastic period, are likely to cling to them through life and determine their position, their success and their destiny. In all the daily and hourly contacts and associations of school-life, high principles of honor and integrity, pleasing and attractive manners, pure speech and high aspirations, should be recognized and inculcated.

III. HEALTH. *The physical health and development of young women at college is a matter of supreme importance.*

This institution affords ample facilities for the preservation and development of physical health and vigor. In addition to a regular physical culture department, the grounds are beautiful, attractive and extensive, embracing about thirty acres of land in the campus and several hundred in the adjacent farm, with hill and dale, springs and brooks and covered with hundreds of shade trees, all inviting to outdoor sports and pleasures so necessary to the health of students. The location enjoys, further, the advantages of springs of sulphur and chalybeate water, the former in close proximity to the buildings. This water possesses valuable medicinal properties.

IV. *Comfort in accommodations, free social intercourse with each other, with officers and their families, and others known to be proper persons to admit to the precincts of the school, wholesome and well-prepared food in abundance, and amusements such as engage both mind and body—all these combine to induce contentment, cheerfulness, and a condition of restful satisfaction.*

A girl whose normal condition is one of unrest or dissatisfaction with herself and her surroundings, is not likely to make progress in moral, literary or æsthetic culture. Every pupil is made to feel that she is in a home pervaded by generous and tender sympathies.

V. *An institution having charge of young women who come from distant homes, must be impressed with the conscious recognition of the grave and delicate responsibilities assumed, or it is unfit for its high mission.*

This institution has always realized its high obligation to the parents and guardians of those committed to its temporary guardianship. It feels that in committing their daughters and wards to its training and guidance, they have imposed a most sacred trust, which it must fulfil at any cost of anxiety and care. The school being really one large family, composed of its faculty, its officers with their children, and the pupils, all on perfect social equality, the moral and social ideals which hold sway must not be left to chance or doubtful precedent, but must be founded on correct principles, as determined by intelligent and wise authority.

VI. *Personal contact with the outside world, and especially with strangers, must be carefully guarded, and must be under the supervision and direct control of judicious officers. Parents, at their distant homes, are not always in position to pass judgment in such cases.*

The neglect, or total ignoring, of such a provision, has brought ruin to many a school. Under this principle this institution has preserved a record untarnished by a single social scandal for sixty-seven years—the period of its existence.

VII. *To meet the wants of a large school for girls, great variety of talent and a wide range of scholarship must center in the Faculty.*

Scholarship, however, is by no means the only requisite in a teacher; experience, “aptness to teach,” and personal adapt-ness in character, habits and manners, are of equal importance. Great care is taken to provide professors and teachers not only of superior scholarship, but possessed of those gifts and qualities which combine to make a true teacher and an accomplished officer.

VIII. *Patriotism and religion, in their true essence, above party and sect, should be inculcated in every school.*

A college for young women, of all places, is the most inappropriate arena for the discussion of party politics and sectarian tenets and distinctions. We discourage all such discussions.

Officers of Government and Instruction

Session 1910-1911

MISS MATTY L. COCKE, President.

LUCIAN H. COCKE, Vice-President.

MISS M. F. PARKINSON, Lady Principal.

JOSEPH A. TURNER, General Manager.

M. ESTES COCKE, Secretary and Treasurer.

WILLIAM H. PLEASANTS, LL. D. (University of Virginia),

Dean of the Faculty, Professor of Latin, Moral Science.

A. T. L. KUSIAN, LL. D. (Germany),

Professor of French, German, Spanish.

F. A. CUMMINGS, A. M. (Wofford College), M. A. (Columbia University),

Professor of English Language and Literature.

MISS A. C. TERRELL, A. B.,

Professor of History and Political Economy.

M. ESTES COCKE, M. A. (University of Virginia),
Professor of Physics and Chemistry.

CHARLES N. DICKINSON (University of Virginia),
Professor of Mathematics and Greek.

G. W. DRAKE, M. D. (Vanderbilt University),
Resident Physician, Professor of Physiology.

GEORGE BRAXTON TAYLOR, A. B., D. D.,
Resident Chaplain, Professor of the English Bible.

MISS THALIA S. HAYWARD, A. B.,
Professor of Botany, French.

MISS MARY WILLIAMSON, A. B.,
English, English Composition.

MISS MARY M. PLEASANTS, A. B.,
Latin, History.

MISS ALMA BOYD, A. B.,
English, English Composition.

MISS LOULIE A. SNEAD, A. B.,
English, English Composition.

MRS. ERICH RATH, A. B.,
German.

MISS HELEN T. GILROY, A. B.,
Mathematics, Science.

MISS MARIAN S. BAYNE,
Librarian and Registrar.

MISS JULIA D. THOM,
Student Assistant to Librarian.

MISS BESSIE K. PEYTON,
Assistant in English Studies.

MISS W. M. SCOTT (Secretary to President),
Bookkeeping, Stenography, Typewriting.

MISS B. G. DICKINSON,
Assistant in Business Office.

School of Music

ERICH RATH, Director (Berlin),
Piano, Theory, Ensemble Playing, Choir.

CARL HOFFMAN (New York),
Piano, Organ, Harmony, History of Music.

LOUIS DE HAAS (Royal Conservatory of The Hague;
Special Pupil of Scharwenka),
Piano, Theory.

RUPERT E. NEILY (Boston, Paris, Florence),
Voice Culture, Chorus.

MISS VIRGINIA PELL (Graduate Vassar College School
of Music, Pupil of Ansorge, Berlin),
Piano, Theory.

MISS MAVIDA FISKE (Faelton Pianoforte School),
Violin, Piano, Theory.

MISS DAISY SNEAD,
Superintendent of Practise.

Art, Expression

MISS LUCIE P. STONE (New York and Paris),
Drawing, Painting, Design, History of Art.

MISS CLARA G. THORNHILL (School of Expression,
Boston),
Expression, Dramatic Art, Physical Training.

Other Officers

MRS. J. P. BARBEE,
Superintendent of Dormitories.

MRS. R. J. CUTHBERTSON,
Assistant.

MISS ELIZABETH KELLAM,
Superintendent of Infirmary.

J. HOWARD BRADLEY,
Steward.

Chaplains

DR. GEORGE BRAXTON TAYLOR.....	Baptist
DR. W. C. CAMPBELL.....	Presbyterian
DR. F. V. N. PAINTER.....	Lutheran
REV. ARCHER BOOGHER	Episcopal
REV. W. H. H. JOYCE.....	Methodist

Non-Resident Lecturers and Artists

1909-1910

November 1st—Dr. Chas. W. Kent, University of Virginia.

November 15th—Song Recital:

Mrs. Marie Kunkel Zimmerman, Germantown, Pa.

Mr. Chas. C. Washburn, Nashville, Tenn.

November 22d—Dr. Arthur S. Cooley, Auburndale, Mass.

November 25th—Thanksgiving Sermon, Rev. W. R. L. Smith, D. D., Richmond, Va.

December 6th—Maud Powell, Violiniste.

January 8th—Sigismond Stojowski, Pianist.

January 19th—General R. E. Lee's Birthday, Dr. Alexander L. Nelson, Lexington, Virginia.

February 19th—Dr. Henry N. Snyder, President Wofford College, S. C.

March 7th—Mr. Hopson O. Murfee, Marion Institute, Alabama.

April 11th—Mrs. Bertha Koonz Baker, Reader.

April 19th—Dr. Edgar O. Lovett, Houston, Texas (Formerly Professor of Astronomy, Princeton University).

May 29th—Baccalaureate Sermon, Rev. B. F. Wilson, D. D., Harrisonburg, Va.

June 1st—Commencement Address, Dr. Edwin M. Poteat, President Furman University, South Carolina.

Academic Honors Conferred

Session 1908-1909

Graduates in Departments

ENGLISH LANGUAGE

ELLA ARCHER ANDERSON.....	Virginia
SUSIE LIGHTFOOT ANDERSON.....	Virginia
LOUISE CARPENTER.....	Virginia
MAY HALEY.....	Virginia
ELIZABETH HARLAN.....	Texas
ROSE PLEASANTS HAYWARD.....	Louisiana
MARY SULLY HAYWARD.....	Louisiana
PHOEBE HUNTER.....	Pennsylvania
BESSIE MAJOR.....	South Carolina
MARY MILES	Virginia
GERTRUDE OBERHOLTZER	Pennsylvania
EUDORA WOOLFOLK RAMSAY.....	Virginia
KATE WOMACK STONE.....	Virginia

ENGLISH LITERATURE

MOZELLE ALDERMAN.....	South Carolina
ADA BELL	Georgia
ELIZABETH T. BENNETT.....	Georgia
VIRGINIA MAY BROWN.....	Alabama
LOUISE CARPENTER	Virginia
ISABELLE COBBS.....	Alabama
STELLA CROWELL.....	Florida
MARGUERITE MCGEE GEER.....	South Carolina
BARON DUNTON.....	Virginia
VIRGINIA GILCHRIST.....	West Virginia
MABEL GRIGSEY.....	District of Columbia
NATALIE WAITE HOLMAN.....	Virginia
ROBERTA JACKSON	Virginia
JANIE LAWSON.....	Virginia
PAULINE LAWTON.....	South Carolina
MAYSIE SLOAN LYLES.....	South Carolina
FRANCES MITCHELL.....	Illinois
LOUISE MOUNTCASTLE.....	Tennessee
MARY BARBOUR POWERS.....	Virginia

KITTY MAY SETTLE.....	Missouri
BESSIE SHIELDS.....	Louisiana
MARGARET McDONALD SMITH.....	North Carolina
JULIA DOWNMAN THOM	Maryland
MARGARET SHEPHERD WEBB.....	Virginia
MARION WILKINSON.....	Georgia
BESSIE WILLIAMS.....	Virginia

LATIN

OLINE BUTTS.....	Georgia
MATTIE NELL CARNEAL.....	Virginia
LOUISE CARPENTER.....	Virginia
MARGUERITE MCGEE GEER.....	South Carolina
MARY CARTER GRIFFIN.....	Georgia
ELIZABETH HARLAN.....	Texas
MARY SULLY HAYWARD.....	Louisiana
FLORRIE MALONE	Florida
FRANCES MITCHELL.....	Illinois
BESSIE WILLIAMS.....	Virginia
MARY BELLE WOODFIN.....	Georgia

LATIN IV

MARION WILKINSON.....	Georgia
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FRENCH

MOZELLE ALDERMAN.....	South Carolina
AMELIA BALDWIN.....	Louisiana
ADA BELL.....	Georgia
VIRGINIA MAY BROWN.....	Alabama
BARON DUNTON	Virginia
CORNELIA ELLIS.....	Virginia
VIRGINIA GILCHRIST.....	West Virginia
MABEL GRIGSBY.....	District of Columbia
MAY HALEY	Virginia
NATALIE WAITE HOLMAN.....	Virginia
ROBERTA JACKSON	Virginia
PAULINE LAWTON.....	South Carolina
EDWINA LOCKETT.....	North Carolina
BESSIE SHIELDS.....	Louisiana
ALICE JOY TATUM	China

GERMAN

SUSIE LIGHTFOOT ANDERSON.....	Virginia
VIRGINIA CHEVALIER CORKE	West Virginia
LUCY LEWIN.....	Virginia
ERNA PIERRON.....	Wisconsin

JULIA DOWNMAN THOM.....Maryland

MATHEMATICS

SUSIE LIGHTFOOT ANDERSON.....Virginia
 MAY HALEY.....Virginia
 PAULINE LAWTON.....South Carolina
 LUCY LEWIN.....Virginia
 JESSIE MILLER.....Florida
 SARAH EARLE WILHITE.....South Carolina
 JANE B. WINGFIELD.....Virginia

PHYSICS

ELLA ARCHER ANDERSON.....Virginia
 KATE WOMACK STONE.....Virginia

PHYSIOLOGY

AMELIA BALDWIN.....Louisiana
 OLINE BUTTS.....Georgia
 MARY CAMP.....Florida
 JENNIE CAMP.....Florida
 VIRGINIA CHEVALIER CORKE.....West Virginia
 BARON DUNTON.....Virginia
 MABEL GRIGSBY.....District of Columbia
 ELIZABETH HARLAN.....Texas
 MARY BELL HEYER.....North Carolina
 PAULINE LAWTON.....South Carolina
 ALICE LINCOLN.....Virginia
 EDWINA LOCKETT.....North Carolina
 BESSIE MAJOR.....South Carolina
 LOUISE MOUNTCASTLE.....Tennessee
 ERNA PIERRON.....Wisconsin
 MARY BARBOUR POWERS.....Virginia
 ALICE LEE SHENK.....Virginia
 BESSIE SHIELDS.....Louisiana
 MARY PRESSLEY SMITH.....Kentucky
 KATE WOMACK STONE.....Virginia
 SOPHIE OLIVIA TILLMAN.....South Carolina
 MARJORIE VAN DIVIERE.....Georgia
 MARGARET SHEPHERD WEBB.....Virginia

MORAL SCIENCE

MOZELLE ALDERMAN.....South Carolina
 ELLA ARCHER ANDERSON.....Virginia
 ELIZABETH T. BENNETT.....Georgia
 OLINE BUTTS.....Georgia
 LOUISE CARPENTER.....Virginia

MAY HALEY	Virginia
ROSE PLEASANTS HAYWARD.....	Louisiana
MARY SULLY HAYWARD.....	Louisiana
PHOEBE HUNTER.....	Pennsylvania
JANIE LAWSON	Virginia
ADELAIDE MCBRIDE.....	Georgia
MARY MILES	Virginia
GERTRUDE OBERHOLTZER.....	Pennsylvania
EUDORA WOOLFOLK RAMSAY.....	Virginia
KATE WOMACK STONE.....	Virginia
SOPHIE OLIVIA TILLMAN.....	South Carolina
MARGARET SHEPHERD WEBB.....	Virginia

HISTORY

DOROTHEA CAMPBELL.....	West Virginia
LOUISE CARPENTER.....	Virginia
ROSE PLEASANTS HAYWARD.....	Louisiana
MARY SULLY HAYWARD.....	Louisiana
NATALIE WAITE HOLMAN.....	Virginia
FRANCES TERRELL LONGAN.....	Missouri
MAYSIE SLOAN LYLES.....	South Carolina
FRANCES MITCHELL.....	Illinois
GERTRUDE OBERHOLTZER.....	Pennsylvania
KITTY MAE SETTLE.....	Missouri
MARION WILKINSON	Georgia

POLITICAL ECONOMY

SOPHIE OLIVIA TILLMAN.....	South Carolina
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ENGLISH BIBLE

ADA BELL.....	Georgia
LIZZIE COURTNEY RUDD.....	Porto Rico

BOTANY

MOZELLE ALDERMAN.....	South Carolina
ELVA CAMERON.....	Pennsylvania
NATALIE WAITE HOLMAN.....	Virginia
PHOEBE HUNTER.....	Pennsylvania
FRANCES TERRELL LONGAN.....	Missouri
MAYSIE SLOAN LYLES.....	South Carolina
HELEN CAMP STEINER.....	Alabama
HENRIETTA TAYLOR	Arkansas

PIANO

WILMINA FLICKINGER.....	District of Columbia
ROBERTA JACKSON	Virginia
TERRY TRUX LACKLAND.....	Alabama

CORNELIA ORRICK	Maryland
JANE B. WINGFIELD	Virginia

ELOCUTION

OLINE BUTTS	Georgia
-------------------	---------

ACADEMIC CERTIFICATE

MOZELLE ALDERMAN	South Carolina
English, French, Moral Science, Botany	
ELIZABETH BENNETT	Georgia
English, Latin, Mathematics, Moral Science	
OLINE BUTTS	Georgia
English, Latin, Physiology, Moral Science	
ELIZABETH HARLAN	Texas
English Literature, English Language, Latin, Physiology, History	
NATALIE WAITE HOLMAN	Virginia
English Literature, French, History, Botany	
JANIE LAWSON	Virginia
English Literature, Latin, Physiology, Moral Science	
MAYSIE SLOAN LYLES	South Carolina
English Literature, French, History, Botany	
EUDORA WOOLFOLK RAMSAY	Virginia
English Literature, English Language, Moral Science, Physiology (Latin II and French II)	
MARGARET SHEPHERD WEBB	Virginia
English Literature, Latin, Physiology, Moral Science	

Bachelor of Arts Degree

ELLA ARCHER ANDERSON	Virginia
SUSIE LIGHTFOOT ANDERSON	Virginia
LOUISE CARPENTER	Virginia
MAY HALEY	Virginia
ROSE PLEASANTS HAYWARD	Louisiana
MARY SULLY HAYWARD	Louisiana
PHOEBE HUNTER	Pennsylvania
MARY MILES	Virginia
GERTRUDE OBERHOLTZER	Pennsylvania
MARY PRESSLEY SMITH	Kentucky
HELEN CAMP STEINER	Alabama
KATE WOMACK STONE	Virginia
SOPHIE OLIVIA TILLMAN	South Carolina
JANE B. WINGFIELD	Virginia

The President's Medal for Scholarship

KATE WOMACK STONE	Virginia
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Register of Students

Session of 1909-1910

ABBOT, RUTH.....	W. W. Abbot.....	Georgia
ABRAHAM, MARY LOVE.....	Rev. St. Geo. T. Abrahams.....	Virginia
ALBERT, JEANNETTE FITCH...	Hugh M. Albert.....	Ohio
AGNEW, LAURA SCOTT.....	J. Perkins Agnew.....	Virginia
ALDERMAN, MOZELLE.....	D. W. Alderman.....	South Carolina
ANDERSON, NANCY A.....	D. H. Anderson.....	North Carolina
ARBOGAST, ELIZABETH.....	J. C. Arbogast.....	North Carolina
BAKER, ELLEN MCGUIRE.....	H. W. Baker.....	Virginia
BALDWIN, STELLA RUTH.....	John Baldwin.....	Missouri
BARLOW, FLORENCE LOUISE...	L. C. Barlow.....	Ohio
BARNES, ELEANOR GILES.....	Mrs. Albert Barnes.....	Illinois
BARROW, AMELIA ARMSTRONG.	Dr. A. F. Barrow.....	Louisiana
BATCHELDER, RUTH MAY.....	Mrs. Fred Batchelder.....	Massachusetts
BELL, MOLLIE LAURA.....	John E. Bell.....	Tennessee
BENNET, ELIZABETH T.....	Mrs. W. B. Bennet.....	Georgia
BENNETT, ESTHER SLAUGHTER.	A. W. Bennett.....	Virginia
BOONE, MURIEL.....	Dr. H. W. Boone.....	China
BORDEN, DURALDE STOCKTON.	E. Borden.....	North Carolina
BOUKNIGHT, MARY LEILA.....	A. P. Bouknight.....	South Carolina
BRADLEY, ORA A.....	F. M. Bradley.....	New York
BRADLEY, MARIAN D.....	F. M. Bradley.....	New York
BRADSHAW, LOIS LEE.....	W. J. Bradshaw.....	Virginia
BREWER, ANNA STUART.....	Mrs. Mary E. Brewer.....	New York
BROSIUS, KATHARINE C.....	H. P. Copenhaver.....	Virginia
BROWN, FLORENCE.....	Mrs. T. R. Brown.....	Kentucky
BROWN, FRANCES ELIZABETH.	Mrs. L. H. Flowers.....	Alabama
BROWN, IRENE.....	W. B. C. Brown.....	Missouri
BROWN, VIRGINIA MAY.....	L. E. Brown.....	Alabama
BROWNE, JOSEPHINE.....	Mrs. L. H. Browne.....	Texas
BRUCE, LOUISE.....	E. M. Bruce.....	Virginia
BRYAN, HARRIET CORNELIA...	Judge Beauregard Bryan.....	Texas
BRYAN, MARGARET AUSTIN...	Judge Beauregard Bryan.....	Texas
BUCHANAN, JOSEPHINE.....	B. F. Buchanan.....	Virginia

BUCHER, ELOISE.....	John E. Bucher.....	Ohio
BUCKNER, ALICE ELIZABETH..	Hubbard G. Buckner.....	Kentucky
BUCKNER, MILDRED LOUISE...	Hubbard G. Buckner.....	Kentucky
BURACKER, AMELIA CAROLINE.	Mrs. W. S. Buracker.....	Virginia
BURTON, LALLA KIMBALL....	Mrs. C. J. Burton.....	North Carolina
BUTTS, OLINE.....	T. U. Butts.....	Georgia
CALLAWAY, CATHERINE.....	Judge E. H. Callaway.....	Georgia
CAMP, JENNIE PEARL.....	Dr. B. F. Camp.....	Florida
CAMP, ELIZABETH BRETT....	Dr. B. F. Camp.....	Florida
CARDER, AGNES SIDNEY.....	F. D. Boyer.....	West Virginia
CHATTERTON, ELSIE.....	George W. Chatterton.....	Illinois
CHRISTIAN, HARRIET NOBLE ..	Judge Ira W. Christian.....	Indiana
COCKE, JEANIE H.....	Lucian H. Cocke.....	Virginia
COCKE, MARGARET.....	Mrs. Charles H. Cocke.....	Virginia
COHRON, VIRGINIA.....	C. H. Cohron.....	Virginia
COOLEY, ANNIE HORTENSE....	Mrs. J. Baylis Cooley.....	South Carolina
COONEY, LAURA LEE.....	Robert L. Cooney.....	Georgia
CORDILL, MARION A.....	F. Marion Cordill.....	Louisiana
CORKE, VIRGINIA CHEVALIER..	Jacob F. Corke.....	West Virginia
CRAIG, ELIZABETH MASON....	W. J. Craig.....	North Carolina
CRIGGER, NINA ALPHA.....	W. R. Crigger.....	Virginia
CRUPPER, ELENE RUTH.....	Joseph L. Crupper.....	Virginia
CURTIS, IRENE MATILDA.....	W. E. Curtis.....	Missouri
DANIEL, JEANNETTE MILLER..	Walter E. Daniel.....	North Carolina
DAVIS, ALICE LANE.....	Mrs. M. L. T. Davis.....	Virginia
DEW, ELIZABETH CLAYBROOK.	Judge John G. Dew.....	Virginia
DILWORTH, MATTIE LEE.....	Mrs. J. C. Dilworth.....	Texas
DIVEN, MARY ELIZABETH....	W. S. Diven.....	Indiana
DUNCAN, MARIAN G.....	A. P. Duncan.....	Texas
DUNTON, BARON.....	J. R. Dunton.....	Virginia
DUNTZE, HELEN LOUISE.....	Charles Duntze.....	Tennessee
DURHAM, MARY WINSTON....	J. A. Durham.....	North Carolina
EARLY, LUCY MORRIS.....	J. A. Early.....	Texas
EDGAR, RUTH.....	I. W. Edgar.....	Pennsylvania
ELLIS, CORNELIA.....	Wm. M. Ellis.....	Virginia
EMBREE, LOIS.....	E. L. Embree.....	Virginia
FOX, MARY DODD.....	Charles D. Fox.....	Virginia
FRIEDLEIN, HELENE JAY....	S. S. Friedlein.....	Cuba
GARING, MARGARET L.....	P. C. Garing.....	Virginia
GAUSE, LOUISE LOUTHERN....	G. L. Gause.....	Texas
GAY, ELEANOR TEAGUE.....	J. F. Gay.....	Alabama
GEARRELD, LOUISE.....	W. P. Gearreld.....	Georgia
GEER, MARGUERITE MCGEE...	J. M. Geer.....	South Carolina
GILL, IDA LOUISE.....	J. A. Gill.....	Virginia

GILL, MARY LOUI	B. F. Gill	Tennessee
GILMORE, ALICE VIRGINIA	Mrs. D. S. Blair	Virginia
GILMORE, CLARA MAY	Mrs. D. S. Blair	Virginia
GLENN, ETHEL	W. S. Glenn	Mississippi
GODWIN, LOUISE	C. B. Godwin	Virginia
GOTTLIEB, JANET PATTERSON	F. H. Gottlieb	Maryland
GRIFFIN, GRACE CLAYTON	F. B. Griffin	Missouri
GRIFFIN, MARY CARTER	Mrs. Lula W. Griffin	Georgia
GRIGSBY, MABEL	R. H. Sorrell	District of Columbia
GROCE, HALLIE HALBERT	G. C. Groce	Texas
HALEY, FANNIE BOXLEY	W. A. Haley	Virginia
HALL, KATHARINE WALLACE	R. M. Hall	Tennessee
HARDY, HELEN	Rufus Hardy	Texas
HARDY, MILDRED	Rufus Hardy	Texas
HARRIS, ELOISE	Mrs. M. P. Harris	Virginia
HARRIS, RUTH BOYD	James T. Harris	South Carolina
HARRIS, HELEN	R. F. Harris	Missouri
HASKINS, VIRGINIA		Virginia
HARTMANN, RUTH	Otto R. Hartmann	New York
HAWKINS, LOUISE	J. L. Hawkins	West Virginia
HEILMAN, ROSE ERSKINE	George P. Heilman	Indiana
HILL, AILEEN BERKELY	W. D. Hill	Virginia
HILL, MARY AGNES	W. D. Hill	Virginia
HILL, DOUGLAS	I. F. Hill	North Carolina
HINES, FLORA ANNE	Mrs. Lillian A. Hines	Texas
HIX, MADELEINE NELMS	C. H. Hix	Virginia
HOFFMEIER, HELEN WEISER	Mrs. Sallie M. Hoffmeier	Maryland
HOLLINS, MARY BRAMLITT	R. S. Hollins, Jr.	Tennessee
HOLMAN, NATALIE WAITE	George W. Holman	Virginia
HOPKINS, JENNIE MABEN	W. S. Hopkins	Virginia
HORNE, SWANNANOA	Ashly Horne	North Carolina
HUBBELL, JEANNETTE LOVELL	H. M. Hubbell	Ohio
HYLTON, VERA ST. CLAIR	G. P. Hylton	West Virginia
INGRAM, CLARA MARGARET	J. S. Ingram	Virginia
JAMISON, SARAH CALDWELL	Rev. A. T. Jamison	South Carolina
JUDKINS, DOROTHY BALL	Wm. D. Judkins	Virginia
JOHNSTONE, KATHRYN	F. F. Johnstone	Alabama
KATZEN, SELMA	I. Katzen	New York
KNOTTS, EVELYN	T. H. Knotts	Iowa
KOKERNOT, MARGARET J.	H. L. Kokernot	Texas
KUYKENDALL, MOLLELLE	Mrs. E. H. Kuykendall	West Virginia
LAKE, HETTY FERGUSON	T. D. Lake	South Carolina
LAKE, MARY MOYE	T. D. Lake	South Carolina
LAMBERT, DIXIE VIRGINIA	E. M. Lambert	Virginia

LANNOM, MARY NARCISSA	....Mrs. G. S. Lannom.....	Tennessee
LAWTON, PAULINE.....	J. J. Lawton.....	South Carolina
LEE, LILLIE LAWRENCE.....	Lawrence H. Lee.....	Alabama
LEONARD, MARY ELEANOR....	Dr. B. S. Leonard.....	Ohio
LESESNE, MARY MARION.....	Miss M. M. Lesesne.....	South Carolina
LEWIN, LUCY.....	Wm. A. Lewin.....	Virginia
LEWIS, ANNABELLE.....	Mrs. W. G. Lewis.....	Kentucky
LEWIS, MARGARET.....	Judge C. L. Lewis.....	Minnesota
LIIPFERT, THEODOSIA.....	F. J. Liipfert.....	North Carolina
LIKES, RUTH VELMA.....	J. G. Likes.....	Ohio
LINCOLN, ALICE FRANCES....	Hon. A. T. Lincoln.....	Virginia
LOCKETT, EDWINA.....	E. L. Lockett.....	North Carolina
LONG, ETHEL GAINES.....	Wm. G. Long.....	Virginia
LOONEY, MAI FARE.....	B. F. Looney.....	Texas
LYLES, MAYSIE SLOAN.....	Wm. H. Lyles.....	South Carolina
MCCONIHAY, ALMAH STUART..	Dr. J. M. McConihay.....	West Virginia
MCCOY, GRACE NEVIN.....	F. D. McCoy.....	West Virginia
MCDANIEL, KATE.....	Mrs. Julia McDaniel.....	North Carolina
MCDANIEL, MILDRED.....	Mrs. Julia McDaniel.....	North Carolina
MCDERMOTT, JEAN.....	Greoge R. McDermott.....	New York
MCGUIRE, HELEN.....	Mrs. Sylvia W. McGuire.....	Oregon
MCLAUGHLIN, BURTON.....	S. McLaughlin.....	Virginia
MAJOR, BESSIE.....	J. J. Major.....	South Carolina
MALONE, FLORRIE.....	G. H. Malone.....	Alabama
MARSHALL, REBA.....	H. W. Marshall.....	New Jersey
MARTIN, SALLIE EGERTON....	J. A. Martin.....	North Carolina
MARTIN, HELEN.....	Mrs. W. L. Martin.....	Alabama
MATHEWS, UVA.....	W. G. Mathews.....	Virginia
MATTINGLY, ELIZA CLOTILDE..	J. Benj. Mattingly.....	Maryland
MATTINGLY, KATHRYN BRISCOE	J. Benj. Mattingly.....	Maryland
MILLER, BERTHA S.....	J. C. Miller.....	Virginia
MITCHELL, FRANCES RUSSELL.	J. M. Mitchell.....	Illinois
MOFFETT, LURA VIRGINIA....	Dr. G. W. Simpson.....	Texas
MONCURE, BLANCHE ELBERT..	W. A. P. Moncure.....	Virginia
MONROE, BESSIE.....	E. R. Monroe.....	Virginia
MONROE, KATHLEEN.....	E. R. Monroe.....	Virginia
MONTGOMERY, LOIS.....	V. M. Montgomery.....	South Carolina
MUCKLERoy, ANNA.....	J. P. Muckleroy.....	Texas
MUSE, WILLIE HOWARD.....	George Muse.....	Georgia
NEVINS, MARGARET LILLIAN*..	W. H. Nevins.....	Alabama
NEWMAN, SUSIE.....	W. W. Newman.....	Alabama
NICHOLS, KATE N.....	Mrs. J. M. Nichols.....	South Carolina
NORRIS, EDITH GORDON.....	T. B. Norris.....	Nebraska

*Died January 23, 1910.

NOTTINGHAM, LENORE.....	L. B. Nottingham.....	Illinois
OBERHOLTZER, ANGELINE V....	C. Herman Oberholtzer.....	Pennsylvania
OLIVER, HELEN.....	A. F. Oliver.....	Tennessee
OWEN, JULIE GORE.....	Capt. F. E. Owen.....	North Carolina
PACK, DAISY MAY.....	J. C. Pack.....	West Virginia
PATTON, ADELE ANDREWS....	W. A. Patton.....	Kentucky
PAXTON, LUCILE L.....	W. D. Paxton.....	Virginia
PEOPLES, ALLIE.....	J. J. Peoples.....	North Carolina
PEPPER, LOUISE.....	T. R. Pepper.....	North Carolina
PERKINS, JESSIE.....	L. H. Perkins.....	West Virginia
PHILLIPS, MARGARET EVELYN.	Horace B. Phillips.....	Virginia
PIPKIN, EMILY EDITH.....	J. B. Pipkin.....	North Carolina
POWERS, MARY BARBOUR....	T. E. Powers.....	Virginia
PRESCOTT, BETTINA.....	A. F. Prescott.....	Virginia
PURCELL, MAZIE.....	J. D. Purcell.....	Kentucky
REYNOLDS, ELIZABETH.....	Chas. A. Reynolds.....	New Jersey
REYNOLDS, RUTH.....	Mrs. E. B. Reynolds.....	New York
RIDDICK, RUTH.....	Dr. J. G. Riddick.....	Virginia
ROBERTS, ANNETTE TAYLOR..	L. P. Roberts.....	Virginia
ROBERTS, MABEL JORDAN....	L. P. Roberts.....	Virginia
ROBERTS, SUSIE BOYD.....	Mrs. G. H. Roberts.....	Virginia
ROBINSON, MILDRED.....	Mrs. A. E. Robinson.....	Massachusetts
ROSSER, ELMA ROBERTA....	Dr. C. M. Rosser.....	Texas
ROUNTREE, MARY ADA.....	J. B. Rountree.....	Georgia
RUSSELL, HAZEL MAY.....	H. F. Russell.....	Mississippi
SANDERS, ALLINE GRESHAM..	Mrs. Vicie A. Sanders.....	Virginia
SETTLE, KITTY MAY.....	C. W. Settle.....	Missouri
SCHOEW, EMILIE K.....	F. L. Schoew.....	West Virginia
SCOTT, MARGARET PHELAN....	Duncan H. Scott.....	Maryland
SCOVEL, ETHEL GREINER....	H. S. Scovel.....	New Jersey
SHIELDS, BESSIE.....	Bernard C. Shields.....	Louisiana
SIMPSON, RUTH.....	G. W. Simpson.....	Virginia
SIMPSON, ELIZABETH.....	Dr. W. M. Simpson.....	Massachusetts
SINGLETON, MAMIE.....	Judge A. E. Singleton.....	Alabama
SMITH, ELIZABETH.....	Mrs. Duncan G. Smith.....	Oklahoma
SMITH, GERALDINE.....	Mrs. Duncan G. Smith.....	Oklahoma
SMITH, MARGARET ROSE.....	J. A. Smith.....	Panama
SMITH, MARY GILBERTA.....	Gilbert Smith.....	Maryland
SMITH, NELLIE F.....	F. P. Smith.....	Virginia
SNEAD, DAISY HOLMAN.....	Mrs. J. P. Snead.....	Virginia
SOMERS, RUTH FLETCHER....	Dr. G. H. Somers.....	Illinois
SPRATT, MARGARET.....	W. B. Spratt.....	Virginia
STRIEBINGER, ELIZABETH....	Mrs. S. C. Roach.....	Ohio
TANNER, SARAH H.....	S. B. Tanner.....	North Carolina

TATUM, ALICE JOY.....	Rev. E. F. Tatum.....	China
TAYLOR, HENRIETTA.....	J. G. Taylor.....	Arkansas
THAMES, GRACE.....	J. J. Thames.....	Texas
THOM, JULIA DOWNMAN.....	Wm. Taylor Thom...	District of Columbia
THOMISON, JEAN GRASTY.....	Dr. J. G. Thomison.....	Tennessee
THOMPSON, ELISABETH W.....	J. Whitaker Thompson.....	Pennsylvania
TUCKER, HENRIETTA PRESTON	Hon. H. St. George Tucker.....	Virginia
TUCKER, LAURA POWELL.....	Hon. H. St. George Tucker.....	Virginia
WALTON, MAY.....	Thomas A. Walton.....	Virginia
WATKINS, MELLE.....	Hon. J. T. Watkins.....	Louisiana
WATTS, KATHARINE S.....	Wm. B. Watts.....	Virginia
WEAVER, MARY EVELYN.....	Frank Weaver.....	Virginia
WEBB, KATE DELIA.....	Dr. B. F. Camp.....	Florida
WELLS, MARY ALICE.....	H. E. Wells.....	South Carolina
WILHELM, PAULINE LOUISE...	John F. Wilhelm.....	Ohio
WILLIAMS, BARBARA REES....	D. E. Williams.....	Ohio
WILLIAMS, BESSIE.....	Mrs. Gertrude Williams.....	Virginia
WILLIAMS, LOUISE F.....	W. D. Williams.....	New York
WILLIAMS, MARY AFTON.....	Dr. A. U. Williams.....	Arkansas
WILSON, RACHEL.....	Mrs. J. T. Wilson.....	Kentucky
WISE, AGNES.....	E. B. Herndon.....	Louisiana
WRIGHT, JOSEPHINE.....	C. O. Wright.....	West Virginia
WRIGHT, VETA ELIZABETH....	Harry Wright.....	Mexico
YODER, HELEN HUMPHRISS...	H. Y. Yoder.....	Virginia
YOUNG, RUTH.....	Mrs. Shelby England.....	Arkansas

Summary

Virginia.....	65	Florida.....	3
North Carolina.....	20	Indiana.....	3
Texas.....	19	Massachusetts.....	3
South Carolina.....	15	New Jersey.....	3
West Virginia.....	11	China.....	2
Alabama.....	10	District of Columbia.....	2
Georgia.....	9	Mississippi.....	2
Ohio.....	9	Oklahoma.....	2
New York.....	8	Pennsylvania.....	3
Tennessee.....	8	Cuba.....	1
Kentucky.....	7	Iowa.....	1
Illinois.....	6	Mexico.....	1
Maryland.....	6	Minnesota.....	1
Missouri.....	6	Nebraska.....	1
Louisiana.....	4	Oregon.....	1
Arkansas.....	3	Panama.....	1

Number Attending Each Department

English.....	208	Astronomy.....	3
Composition.....	227	Botany.....	28
Latin.....	76	Physiology.....	28
French.....	134	Piano.....	107
German.....	24	Voice.....	39
Spanish.....	4	Violin.....	3
History.....	134	Organ.....	4
Moral Science.....	25	Harmony.....	13
English Bible.....	24	Theory.....	6
Mathematics.....	82	History of Music.....	11
Physics.....	18	Art.....	26
Chemistry.....	16	Expression.....	40

General Information

Parents and guardians who, from choice or necessity, place their daughters and wards in schools far distant from their homes, very properly wish to know the facilities and advantages which such establishments command, and their capacities for giving the training, culture and general impress of character most desirable for young women.

The following paragraphs are published with a view to giving our patrons information in regard to our facilities for training those committed to our guidance:

I.—Location

The question as to the best location of colleges for young women is one to which much attention has been given in recent years. After an experience of two centuries on this continent, the better conclusion has been reached that country locations, easily accessible to cities, are decidedly preferable from many considerations. Many of the largest and best equipped of such schools of recent origin have been so located, notably, Vassar College of New York, Wellesley College of Massachusetts and Bryn Mawr College of Pennsylvania. This school has these advantages. It is located in Roanoke County, Virginia, seven miles north of the City of Roanoke, and one and one-quarter miles from Hollins Station on the Norfolk & Western Railway (Shenandoah Valley Division).

Roanoke County lies in the southwestern section of the great Valley of Virginia, between the Blue Ridge and Alleghany Mountains. The entire region abounds in picturesque mountain scenery, the soil is exceedingly fertile and the country abundant in fruits, vegetables, grain and grasses. Probably no region on the continent is more beautiful in its general aspects, and none better adapted in climatic influences to school and school life. Its invigorating atmosphere throughout the seasons—the extremes of cold and heat never reaching their maxima—gives to the pupils physical vigor and energy, and develops elasticity of mind even amidst exacting labors. Hence

in this comparatively limited territory numerous colleges, high schools and other institutions exist and flourish. Thousands of pupils are gathered annually in these schools from all parts of the United States. The salubrity of the climate, the beauty and fertility of the country, its freedom from malarial diseases, its invigorating atmosphere, its limpid streams of water, all combine to render this section peculiarly adapted to the successful establishment and permanent prosperity of large institutions of learning.

The college owns a tract of land of five hundred acres, and the buildings are so located that they are excluded from the annoyance of close proximity to public thoroughfares. All persons living in the buildings, whether pupils and officers, or others, are under the supervision and regulations of the College. The premises are beautiful and attractive, but are kept posted according to law, and are not allowed to become a resort for the indiscriminate public. The superiority of this locality as a place for the education of young women, is from year to year demonstrated by their physical and mental development, as well as by the development of character—due in large measure to the absence of those scenes and associations which tend to demoralization. Stringent rules, rigidly enforced, in the presence of temptations and idle attractions, may save from damaging scandal; but is this the best influence under which to develop character? At the impressionable age of school life a system of espionage and unnatural restraints, so annoying and irritating to young people, tends to sour disposition, to foster the spirit of suspicion, and to develop artificial and deceptive character. Unquestionably, young women during their college life should be properly guarded and carefully restricted in all their associations, but not by an inexorable code of printed regulations. Location and surroundings should be such as to allow great freedom of daily life and great variety of social intercourse, while dangers and temptations should be so far removed as not to give serious apprehension, and thus lead to oppressive rules, nor to forbid pleasures and pastimes, away from the public gaze, so necessary to proper physical and moral development. The school which has not the resources within itself—the personal examples, the moral and æsthetic

influences, the variety of exercises and sources of enjoyment, the comforts and social life—but has to seek these in associations beyond its precincts, is certainly not in a condition to do a permanent and successful work in giving to society the best type of women. In location and surroundings, in internal resources and facilities, this institution commands rare combinations for doing a great work in its chosen sphere.

II.—Premises and Buildings

About ninety years ago, the premises now held by Hollins Institute were improved and equipped with a view to render available valuable mineral waters. In the year 1842, the whole property was purchased for educational purposes, and since that time has been so used. All the original buildings have been removed, and others erected better adapted to college purposes. The main buildings (of which there are seven) are of brick, with slate and tin roofing, and afford accommodations for a full faculty and two hundred and fifty boarding pupils. For many successive sessions, the accommodations have been filled at the opening of the session, and many applicants declined.

East Building

This building was erected in 1856 and remodeled in 1909. It affords accommodation for about fifty students and officers, besides the Y. W. C. A. Hall, Professors' Offices, Lecture-Rooms and Botany Laboratory.

The Main Building

This building was begun in the year 1861, but its completion was interrupted by the Civil War; and though partially used for several years, was not finished until 1870. In addition to Drawing-Room, Reception-Rooms and offices, it affords accommodation for about one hundred students.

The Chapel

This building was erected in 1883. It is provided with a pipe organ and two grand pianos for concert and commencement occasions.

The Music and Art Building

This building, erected in 1889, contains studios for Art work, six private offices for members of the Music Faculty, and practise-rooms for students of Music.

Dining-Room Building

This was erected in 1890. It contains a large octagonal Dining-Room, with an extensive addition, erected in 1909, Kitchen, Bakery, Storerooms, Etc. The Business Offices occupy a part of this building.

The West Building

This building, erected in 1900, furnishes accommodations for about one hundred students and a number of officers and teachers. In addition, it has Lecture-Rooms, Laboratories for Physics and Chemistry, Etc.

The Charles L. Cocke Memorial Library

The fund for building the Charles L. Cocke Memorial Library was started by the Alumnæ, in 1901, shortly after the death of the Founder of Hollins. This building was completed and opened on December 2, 1908. The building is of Ionic architecture and of Colonial design; the ground floor is used for gymnasium and auditorium purposes; the first floor for Library and Reading-Room, and the second for the halls of the Literary Societies and the rooms of the Editorial Staffs of *The Quarterly* and *The Spinster*.

The Library is increasing rapidly, and is an unusually good one, the books being selected with great care to meet the demands of the students and to advance, in every way possible, the efficiency of their courses of study. There is a Library Fund and this is supplemented by gifts from friends, Alumnæ Chapters, the student body and different organizations in the school. The Reading-Room has five daily papers and about forty of the best magazines. The students have access to the Library during eleven hours of the day, and much of their work is done there.

Other Buildings

In addition to the above, there are several smaller buildings occupied by members of the Faculty.

The buildings are all heated by steam and lighted by electricity from a central plant. They are so connected by colonnades that all parts of the premises are safely accessible even in the most inclement weather.

III.—Internal Arrangements

All arrangements are made with special reference to the health and comfort of students as well as to the inculcation of those habits and tastes which mark the truly refined and cultured.

All officers, professors and teachers reside on the premises. They, with their families, board with the pupils, intermingling in all the relations of social life.

The pupils occupy their own private rooms during study hours, except when attending lectures or other exercises to which they have been assigned. These rooms are furnished with single iron beds and with all needed articles for comfort and convenience, and are supervised by officers. Pupils study more successfully in their rooms than when crowded together in a large study-hall and kept sitting in the same posture for hours in succession, while the physical exercise in going to and from recitations throughout the day proves highly conducive to health, vigor and bodily development.

The Boarding Department is conducted by the General Manager, aided by a steward.

IV.—The Farm

On the College Farm are maintained a herd of three-year-old beef cattle and a registered herd of Holstein-Friesian cows.

In addition to an abundant supply of fine beef and milk, the farm also furnishes mutton, pork, apples, vegetables and other supplies in considerable quantities.

V.—Religious Privileges

The evening devotions regularly held in the chapel are conducted by the resident chaplain. On Sunday, Bible classes are held at 9 a. m., and at 7:30 p. m. preaching by ministers of different denominations. Attendance at these exercises is required of all resident students. At 11 a. m. there are services at churches of different communions in the immediate vicinity, which pupils at their option may attend.

In the development of a true and high type of character religious influences, *not sectarian*, must play an important part. The christian graces, harmoniously blended and carefully cultured and exhibited in all the associations of life, give a charm and a power which no adornment of person or culture of intellect in their absence can produce. The pupils of this institution enjoy superior religious privileges. While separated from their parents, pastors and other spiritual guides, it would be a grave omission not to make ample provision for their spiritual wants and religious development. Hence, in addition to daily worship, weekly Bible lessons and various exercises conducted by the Y. W. C. A., ministers of high repute in their respective communions conduct services alternately in the chapel for the special benefit of the pupils, officers and families that reside at the place.

VI.—Fair Repute

No institution in which large numbers of young women have their homes for educational purposes can afford a management which gives rise to damaging criticism or unfavorable rumor. Its reputation affects that of every pupil, while the conduct of its pupils casts a reflex influence on its own. At every cost of labor and vigilance, good government must be maintained—a prudent, wise, generous and effective supervision must be exercised over the pupils at all times.

VII.—Teaching

The most satisfactory results can only be secured by the concentration of ability and great variety of talent and adapted-

ness in the Board of Instruction. The education and training of young women has in recent years received a degree of attention beyond that of any period in our history. In every section of our country standards of scholastic attainment have advanced, the equipment of schools and colleges has been greatly enlarged, and the subjects taught have multiplied. To meet these varied and increasing demands, the college employs professors and teachers of varied attainments and great versatility of talent.

Our regular systematic course of study leads to the A. B. Degree, and all students are advised to pursue this course.

Many, however, for lack of time or other reasons, can not complete this course. Such students, with the advice of the Faculty, elect studies suited to their tastes and talents.

VIII.—Discipline

The college is not governed by minute, specific rules; the authority is parental rather than official. *General principles as to those proprieties of life which should ever be recognized and observed, whether in or out of school, are made prominent, and the necessity for more stringent and more specific laws seldom arises. Students, however, are not allowed to leave the premises, unless properly chaperoned, or to make visits, unless positively instructed by parent or guardian to do so, and even then the right is reserved to decide upon the propriety of such visits.*

The regulations of this school require that every student shall be ladylike, decorous and upright in her conduct as long as she remains under its guardianship. It is expected that due respect at all times and under all circumstances be paid to officers and teachers. Students who can not subscribe to these regulations will be required to withdraw.

IX.—Dress

Expensive dressing while in school is unnecessary and, in fact, objectionable from many considerations. A pupil whose mind is absorbed in external adornment is not likely to cultivate and develop those virtues which constitute the chief and

permanent ornament of character, nor will she aim to secure those mental acquirements which are to give to her dignity and influence in the better spheres and associations of life.

This school prescribes no uniform dress for its pupils on ordinary or public occasions. Those who take lessons in Physical Culture must be provided with a gymnasium suit.

Students are expected to observe simplicity, good taste and neatness in dress and personal habits in every-day life.

After December first and continuing throughout the winter season, shirtwaists of cotton, linen and other thin materials, as well as low shoes, are forbidden.

At no time during the session are elaborate evening dresses appropriate. For school entertainments during the winter months, each pupil should have an evening dress of material sufficiently thick to prevent the temptation to remove flannels, made with high neck and long sleeves. She should also have a light-weight wrap. On Commencement Day, all pupils are expected to be attired in white. A simple white muslin dress is most appropriate for this occasion.

Each student should be provided with walking-shoes, overshoes, a heavy coat and cap or hat for every-day wear. She should have also warm clothing, especially underwear. We live in a bracing climate and spend much time in the open air.

X.—Health and Recreation

Pupils of this school usually enjoy vigorous health during the session, and even after its protracted and exacting labors are over, return to their homes in vigorous physical health. This is due to the effects of climate, the use of mineral waters, and to free, unrestrained outdoor exercises, to which ample and pleasant surroundings invite.

Indoor exercises are also encouraged, so that at no season are the pupils deprived of the means of proper physical development which gives elasticity to the spirits and healthful, mental recreations.

The infirmary is provided with comfortable and pleasant rooms, cut off from the hurry and bustle of school life. It is under the supervision of an experienced graduate nurse. The

resident physician attends promptly all cases of illness, and has a general oversight of the health and hygiene of the entire establishment.

During the summer of 1910, a separate building will be erected for infirmary purposes.

XI.—Admission of Pupils

Pupils are received at the opening of the session, in September, and at other times during the school year when vacancies occur. No one is received for a *shorter* period than the whole school year, or the remaining portion thereof at the time of entrance.

The applicant must be at least sixteen years of age and must give evidence of honorable dismissal from last school attended.

She must fill out the application blank supplied by the school, indicating studies previously pursued and the time devoted to each. This must be accompanied by a deposit of ten dollars for reservation of room. If the applicant is accepted, the amount is placed to her credit as part payment for books and stationery.

Students are admitted:—

I. As Members of the Sub-Collegiate Department—To be accepted, the student must have completed satisfactorily at least two years of work in an accredited High School or the equivalent.

II. As Members of the Freshman Class—For entrance into the College Course, the student should have completed, in an accredited secondary school, the work of the Sub-Collegiate Department. This covers, according to the system now generally recognized, fourteen units of work. A student will not be classed as Freshman, if conditioned in more than two subjects. Applicants who can not furnish satisfactory certificates will be examined during the first week after the opening of school, in September.

III. As Advanced or Special Students—(a) For entrance into advanced classes, certificates from colleges having the same entrance requirements will be accepted. Those who

can not furnish satisfactory certificates must take examination on the course preceding the one they propose to enter.

(b) Students may matriculate as *special* students of Music, Art, etc., with the permission of the President. These are required, however, to take at least two subjects in the Literary Department.

Bachelor of Arts Degree

The course of study and requirements for Bachelor of Arts degree (the only degree the institution offers), are outlined on page 66. Those who desire fuller information are invited to correspond with the President.

General Regulations

When a pupil is enrolled it is understood that she binds herself to abide by the rules and regulations of the school.

All instructions in regard to the pupil should be sent *through the mail* directly to the President.

Parents can not give permissions which conflict with the regulations of the school. They are, therefore, asked to acquaint themselves with the views of the school before giving permissions to their daughters.

It must not be inferred when pupils are in the Infirmary that they are necessarily very sick—they are required to go there even when slightly indisposed. In case of serious illness, the parent or guardian is informed promptly.

All pupils should remain through Commencement exercises. The principle which allows any line of work to be given up at will, before completed, is disastrous to the formation of character. As soon as a pupil receives permission to leave before the end of the session she neglects her own work and becomes a disturbing element in school.

When young men call, they must invariably bring letters of permission from the parents or guardians of the young ladies whom they wish to visit. Even then such calls must not be too frequently repeated, and are always subject to the discretion of the President. Visitors must be entertained in the parlors.

Parents are requested to allow their daughters only a limited amount of spending money—as the free use of money diverts from study, and engenders wasteful and extravagant habits. As no money is advanced to a pupil without written instructions, the parent must hold himself responsible for unnecessary extravagance on the part of his daughter.

Purchasing on credit is forbidden.

Money, jewelry, etc., should be deposited in the Treasurer's office. When such valuables are kept in the room, it is at the owner's risk.

Dressmaking should be attended to at home.

This school does not interfere with, or supervise, the correspondence of its pupils, except in cases where improprieties become known. In such cases, the facts are promptly reported to parents or guardians. Instructions should always be given as to what correspondence is disapproved by parent or guardian.

The bedrooms are comfortably furnished. Students are not required to furnish bedding. They furnish only towels and napkins for their own use. These and all other articles should be marked plainly with the owner's name.

Trunks and other baggage should have the name of the owner attached. Attention to this suggestion will facilitate prompt delivery.

When parents send packages by express, the express receipt should be sent to the daughter.

Parents will greatly aid us in our efforts to promote the health of their daughters, if they will heed our earnest request that no eatables, except, perhaps, fresh fruits, be sent to those committed to our care. A large proportion of the little sicknesses among students is traceable to imprudent eating at improper times. Chafing-dishes are not allowed.

Courses of Instruction

Instruction is offered in the following departments :

ENGLISH
LATIN
GREEK
FRENCH
GERMAN
SPANISH
HISTORY AND POLITICAL ECONOMY
MORAL SCIENCE
THE ENGLISH BIBLE
MATHEMATICS
PHYSICS
CHEMISTRY
ASTRONOMY
BOTANY
PHYSIOLOGY AND HYGIENE
MUSIC (Pianoforte, Voice Culture, Organ, Violin,
Theoretical Studies)
ART (Drawing, Painting, History of Art, Design)
ELOCUTION AND PHYSICAL CULTURE
STENOGRAPHY, TYPEWRITING AND BOOKKEEPING

These departments are separate and distinct, each conducted by a Professor, with such assistance as may be needed. Each department being distinct, the pupil may become a candidate for graduation in any one or all of them, though it is not possible for her to pursue more than four or five at the same time. *Diplomas are not conferred indiscriminately upon all members of a class who have passed through a prescribed course of study, but on those only who, at the examinations, give evidence of a thorough acquaintance with the subjects embraced in the courses upon which they propose to graduate.*

For the requirements for the A. B. degree, see page 66.

English

PROFESSOR CUMMINGS
MISS BOYD

MISS WILLIAMSON
MISS SNEAD

I. ENGLISH PROSE AND AMERICAN POETRY OF THE NINETEENTH CENTURY—*First term*, special study of Macaulay, Carlyle and Ruskin, with emphasis upon the characteristic qualities of each writer, his art and teaching. *Second term*, general history of American literature, with as full a study as possible of the representative American poets: Bryant, Emerson, Poe and Lanier.

Three hours a week

COMPOSITION: Forms of discourse with emphasis on Exposition. One to three short themes weekly; one longer theme fortnightly. Individual criticism and interview fortnightly. Formal rhetoric minimized, practise in writing stressed.

One hour a week

TEXT-BOOKS: Selected portions from the works of Macaulay, Carlyle and Ruskin; *Introduction to American Literature*, Pancoast; *Representative American Poets*, Page. *Writing and Speaking English*, Baldwin.

II. THE CHIEF ENGLISH POETRY OF THE NINETEENTH CENTURY—Study of the works of Tennyson, as the broadly representative poet, and of Browning, as the poet of the individual soul. Especial study of *In Memoriam* and the complete *Idylls of the King*. General history of English literature with reference to the life and racial forces that have given direction to its development.

Three hours a week

COMPOSITION: Forms of discourse with emphasis on Description. One short theme weekly; one longer theme fortnightly; subjects taken largely from student's experience and observation. Individual criticism and interview fortnightly.

One hour a week

TEXT-BOOKS: *Astor Edition* of Tennyson's poems; complete edition of *The Idylls of the King*, Rolfe; *Astor Edition* of Browning's poems; *The Making of English Literature*, Crawshaw; *Principles of Rhetoric*, Hill; for reference, *Working Principles of Rhetoric*, Genung.

III. THE ENGLISH NOVEL AND SHAKESPEAREAN DRAMA—*First term*, history and development of the English novel and

study of seven representative masterpieces. *Second term*, Shakespeare—Critical study of several plays, with attention to the life and times of the poet and the growth of his dramatic art.

Three hours a week

COMPOSITION: Essay and narrative-writing. Reading and discussion of selected short stories and essays. Technique of the short story. One short theme weekly; one longer theme fortnightly; original stories. Fortnightly interview with the instructor.

One hour a week

TEXT-BOOKS: *The Development of the English Novel*, Cross; *In the Days of Shakespeare*, Jenks; *The Drama; Its Law and Its Technique*, Woodbridge; *Complete Edition of Shakespeare*, Clark and Wright; *Principles of Rhetoric*, Hill.

IV. ANGLO-SAXON AND CHAUCER—*First term*, Anglo-Saxon Grammar, History of the English Language, Literary Study of the Anglo-Saxon Prose and Poetry. *Second term*, Chaucer—Critical study of the *Book of the Duchesse*, the *Parlement of Foules*, the *Prologue* and several of the *Canterbury Tales*; Lectures on Chaucer's predecessors and contemporaries.

Three hours a week

COMPOSITION: Study of narrative and descriptive-writing from advanced standpoint. Technique of the Short Story. Writing of essays and original stories.

One hour a week

TEXT-BOOKS: In Anglo-Saxon—*Old English Grammar and Exercise Book*, Smith; *Early English Literature*, Stopford Brooke; *Beowulf*, John Leslie Hall. In Chaucer—*The Student's Character*, a *Complete Edition of his Works*, Skeat; *Chaucer Primer*, Pollard; *History of the English Language*, Lounsbury; *In the Days of Chaucer*, Jenks.

V. ENGLISH RELIGIOUS DRAMA AND PREDECESSORS OF SHAKESPEARE—Reading and study of the best examples of the *Miracle and Morality Plays and Interludes*; study of the plays of Lyly, Greene, Peele, Nash, Lodge and Marlowe. This course will be opened with lectures on the origin and development of the Ancient Classical Drama.

Two hours a week

TEXT-BOOKS: *Specimens of Pre-Shakespearean Drama*, Manly; *English Miracle Plays*, Pollard; *English Religious Drama*, Katherine Lee Bates; *Shakespeare's Predecessors in the English Drama*, John Addington Symonds.

(Course V is designed for those students who desire a more specialized study of the beginnings of English drama than is offered in Course III.)

VI. PREDECESSORS OF CHAUCER—Open to those who have completed Course IV.

Two hours a week

TEXT-BOOK: *Specimens of Early English*, Vol. II. Morris and Skeat.

VII. REVIVAL OF ROMANTICISM IN ENGLAND IN THE EIGHTEENTH CENTURY AND CULMINATION OF THE MOVEMENT IN THE NINETEENTH—Study of the works of Wordsworth, Coleridge, Shelley, Byron and Keats.

Two hours a week

TEXT-BOOKS: *Beginnings of the English Romantic Movement*, Phelps; *History of English Romanticism in the Eighteenth Century*, Beers.

VIII. THE DIVINA COMMEDIA in English—Study of the *Inferno*, *Purgatorio* and *Paradiso*, with reference to the inner meaning of the poem and the life and times of Dante.

Two hours a week

(This course will be given only when there are at least seven applicants. Open to those who have completed Course III.)

Composition work is required of all students whether members of English classes or not. Meetings are held at least once a week, and regular and systematic instruction is given in the theory of composition. In all composition classes, with each student individually, the teacher holds private consultations in which the papers are carefully criticised and full explanations given of each correction.

Students who have completed English III, but have not taken up English IV, will write in a special class which meets once a week. By frequent consultation with the instructor, the class is shaped to meet the needs of the individual student.

Upon the completion of Course III, the student is granted a diploma in English Literature. Upon the completion of

Course IV, the student is awarded a diploma in English Language. Students who successfully pass the examinations in Course I or in Course II receive certificates of distinction. Candidates for diplomas in either literature or language are required to write an essay on some line of work assigned by the Professor. Should the student at the same time be an applicant for a degree, she may present this same essay for graduation.

Latin

PROFESSOR PLEASANTS

MISS PLEASANTS

I. Livy, Horace. Sight reading in prose and verse. Prose Composition.

Three hours a week

II. Cicero, *De Senectute* and *Letters*; Pliny, *Letters*; Tacitus, *Agricola*. Latin writing based upon Cicero.

Three hours a week

III. Tacitus, *Annals*; Selections from Juvenal, Plautus and Terence. Latin Prose Composition. History of Latin Literature. *Elective in Junior or Senior Year*.

Three hours a week

(Upon the satisfactory completion of Course II, the pupil is granted a diploma in Latin.)

Greek

PROFESSOR DICKINSON

Students who so desire may substitute Greek for Latin in the College Course for A. B. They must, however, fulfil the entrance requirements in Latin.

I. Xenophon, *Anabasis*; Homer, *Iliad*. Prose Composition.

Three hours a week

II. Lysias; Plato; Homer, *Odyssey*. History of Greek Literature.

Three hours a week

III. Demosthenes ; Euripides or Sophocles ; Thucydides.

Three hours a week

French

PROFESSOR KUSIAN

MISS HAYWARD

Strict attention is given to grammatical analysis. Idioms are carefully noted and compared with the corresponding English forms. The students are made familiar with French Literature, they are required to write exercises and original compositions throughout the course, and are, by their daily association with a foreign teacher afforded the best opportunities for acquiring precision and fluency in speaking French.

I. Advanced Grammar and Composition ; the Drama of the Seventeenth Century ; Sight-Reading ; Conversation ; Collateral reading of eight hundred pages of prose.

TEXT-BOOKS: Corneille's *Le Cid*; Molière's *Le Misanthrope*; *L'Avare*; Racine's *Athalie*; Translations into French of Goldsmith's *Vicar of Wakefield* (Riverside Edition). Parallel reading for 1911; *Histoire de la Littérature Française*; *Le Marquis de Villemer*; *Cinq Mars*.

Three hours a week

II. Miscellaneous Seventeenth Century Literature ; the Drama of the Nineteenth Century—Poetry ; Collateral reading of one thousand pages of prose and poetry ; Conversation. Graduating Essay—Disquisition in French on some author assigned by the Professor.

TEXT-BOOKS: *Hernani*; *L'Aiglon*; *Cyrano de Bergerac*; Lamartine and Beranger's poetry ; Translation into French ; Selections from Stevenson, Scott and Dickens. Parallel reading for 1911; *Quatre-vingt-Treize*; *Maupassant*; Ten Short Stories; Verlaine.

Three hours a week

III. Old French ; Letters on French Literature conducted in French ; Extensive Collateral reading ; Conversation ; Composition.

La Chanson de Roland; Selections from the early productions of the *Langue d'Oïl*.

Three hours a week
Elective in Senior Year

German

PROFESSOR KUSIAN

MR. RATH

The aims and methods are the same as those pursued in French.

I. Advanced Grammar and Composition; Introduction to the Classical Literature of the Eighteenth Century—Lessing, Schiller, Goethe, History of German Literature. Reading of selected dramas and poems; Conversation; Sight-Reading. Collateral reading of eight hundred pages of prose.

TEXT-BOOKS: Lessing's *Nathan der Weise*; Goethe's *Hermann und Dorothea*; Schiller's *Wallenstein*. Translations into German selections from Bulwer's *Lady of Lyons*, and Irving's *Rip Van Winkle*. Parallel reading for 1911; Heine's *Harzreise*; Scheffel's *Ekkehard*; Schiller's *Balladen*.

Three hours a week

II. German Literature in the Middle Ages; Reading from the *Nibelungenlied*; Hartman von der Ane and from authors up to the time of the Protestant Reformation. Poetry, Composition, Conversation. Collateral reading of one thousand pages of prose and poetry. Graduating Essay—Disquisition in German of some author assigned by the Professor. Sight-Reading.

TEXT-BOOKS: Junghaus' *Gudrun*; Tegnér's *Frithjofssage*; *Meisterwerke des Mittelalters*; Translations into German. Selections from Dickens, Thackeray and Scott. Parallel reading for 1911; *Trompeter von Säkkingen*; Wagner's Dramas; Goethe's *Faust*.

Three hours a week

III. Middle High German; Development of the Language from Middle High German to Modern German; Comparison with the parallel development of English; Lectures in German on German Literature. Extensive Collateral reading, Conversation, Composition.

TEXT-BOOKS: Selections from the Middle High German.

Three hours a week

Elective in Senior Year

Spanish

PROFESSOR KUSIAN

Class A. Elementary Course. Careful drill in pronuncia-

tion and grammatical forms; Exercises; Dictations. Reading of two hundred pages of easy prose.

TEXT-BOOKS: Hill and Ford's Grammar; *Gil Blas de Santillana*; *El Capitan Veneno*.

Four times a week

I. Advanced Course. Grammar; Composition; Reading of eight hundred pages of prose.

TEXT-BOOKS: *Lope de Vega*; *Caldéron de la Barca*; *Cervantes*.

Three hours a week

History

MISS TERRELL

MISS PLEASANTS

I. FIRST TERM: Mediæval Europe to the Renaissance.

Three hours a week

The object of this course is to show the influence of ancient civilization upon Mediæval History—the rise and growth of new nationalities—the foundation of Charlemagne's empire—the rise, growth and influence of the Church and Papacy—how feudalism affected Europe—development of nationalism in France and Germany—introduction of Mohammedanism into Europe, its influence and the results of the Crusades.

SECOND TERM: From the period of the Renaissance to the Treaty of Westphalia.

Three hours a week

A careful study is made of the Italian City-Republics and various influences that bore upon the political, religious and social life that led up to the Renaissance and to the Religious Wars, closing with the Treaty of Westphalia in 1648.

II. FIRST TERM: Europe from the Treaty of Westphalia to the Congress of Vienna, 1815.

Three hours a week

This course continues the growth of constitutional government in England; traces the rise and growth of Russia, Prussia—despotism reaches its height in France. The French Revolution, the Napoleonic period, the evils of absolutism, and the

influence of different nations on each other are studied with the greatest care.

SECOND TERM: Europe from the Congress of Vienna to the present time.

Three hours a week

Lectures are given on the conditions that led up to the unification of Germany and of Italy; also on the growth of the national spirit in Russia, Spain, Turkey and other smaller countries in Europe. Effort is made to encourage the discussion of the topics of the day and matters of general interest.

III. History of the United States.

Three hours a week

(Required for graduation in History.)

IV. Civil Government. (Elective in Junior Year.)

Two hours a week

V. English Constitutional History. (Elective in Junior or Senior Year.)

Two hours a week

VI. Principles of Economics. (Elective in Junior or Senior Year.)

Two hours a week

Moral Science

PROFESSOR PLEASANTS

Students applying for this work should have completed at least the equivalent of I Mathematics and II History, and should be reasonably familiar with the facts of Physical Science, including an elementary knowledge of the human body and its nervous physiology.

The course, covering two years, embraces work in Psychology, in Logic and in Christian Ethics as the standpoint for an introduction to the History of Philosophic Thought. By means of experiment, of lecture, of reading and of discussion, so far as is possible in the time allotted, the requisite methods, facts, principles and theories are learned. As educational, how-

ever, the aim is to foster and develop that balanced self-activity which is the goal of all education, since it is the only true preparation for life.

I. Psychology and Ethics. *Three hours a week*

TEXT-BOOKS: *Psychology* (Halleck); *Ethics* (Peabody).

II. Logic; History of Philosophy. *Three hours a week*

TEXT-BOOKS: *Logic* (Jevons); *Introduction to Philosophy* (Stuckenberg).

Both of these courses are required for the diploma in Moral Science.

The English Bible

DR. TAYLOR

The work offered in the English Bible covers two years, with two lessons a week. The aim of this course is to give such a knowledge of the Bible as a liberal English education demands. Theological problems and details of interpretation are not discussed. While the literary beauties of the Bible are considered, the higher place of the "book of books," as our great moral and spiritual guide, is always remembered.

In the *first* year the Bible is studied by books. Each book is treated as a unit, yet its relation to the other books is kept in view. In connection with the subject matter of the various books of the Bible, such subjects as the following are considered: The titles and divisions of the Bible and the books of the Bible; the manuscripts and translations of the Bible; the character of the original languages of the Bible; the geography of Bible lands; the history and customs of the Jews and of other nations which figure largely in the Bible.

In the *second* year, attention is directed chiefly to the New Testament. The life of Christ is studied, then the life and epistles of the Apostle Paul and, finally, a brief survey is taken of the history and doctrines of the whole Bible.

The teaching is by means of text-books and lectures and library work.

TEXT-BOOKS: *Handbook to the Bible*, Angus-Green; *Harmony of the Gospels*, Broadus; *Life of Christ*, Stalker; *Life of St. Paul*, Stalker; *The Bible*, Hovey.

Both courses are required for the diploma.

Mathematics

PROFESSOR DICKINSON

MISS GILROY

I. Solid Geometry is studied the first half session, and Plane Trigonometry the second half.

Three hours a week

TEXT-BOOKS: *New Plane and Solid Geometry* (Wells). *Plane Trigonometry* (Granville).

II. This course includes Plane Analytic Geometry and a short elementary course in Differential Calculus.

Three hours a week

TEXT-BOOK: *Analytic Geometry* (Nichols).

III. Differential and Integral Calculus.

Three hours a week

TEXT-BOOK: *Differential and Integral Calculus* (Osborne).

A diploma is given on the satisfactory completion of Courses I, II and III.

Physics

PROFESSOR COCKE

I. A course in General Physics. Consisting of a Review of Mechanics and Heat as covered in Course A. Electricity and Magnetism is then taken up, and afterwards Sound and Light.

TEXT-BOOKS: *First Course in Physics* and a *Laboratory Course in Physics*, Millikan and Gale. Notes.

Two hours a week class work

Four hours a week laboratory work

II. Advanced College Course. For entrance, Mathematics I or its equivalent is required.

TEXT-BOOK: Carbart and Chute's *University Physics*.

Chemistry

PROFESSOR COCKE

The course consists of:

(a) *Elementary Qualitative Analysis* applying general principles of Chemistry as given in Course A.

- (b) A careful study of the laws and theories of Chemistry.
- (c) A selected list of Quantitative Experiments.
- (d) History of Chemistry.

TEXT-BOOKS: Hessler and Smith's *Essentials of Chemistry*; Venable's *Qualitative Analysis*; Venable's *Short History of Chemistry*. Notes.

Six hours a week

II. Industrial Chemistry and The Chemistry of Cooking. Quantitative Analysis.

TEXT-BOOK: Thorpe's *Industrial Chemistry*. Notes and References.

Six hours a week

Physical and Chemical Laboratories

Suitable rooms are provided for the conduct of laboratory work in the departments of Physics and Chemistry, in which there are the usual fixtures. Adjoining them is a storage-room containing apparatus to be provided students as they may need, or to be used by the instructor in class-room demonstration.

In Chemistry, each student is provided at the opening of school with locker and drawer, containing the apparatus necessary for performing the experiments given during the session, which they are required to return in good condition at the completion of the course.

In Physics, the laboratory work is mostly quantitative in character, and suitable apparatus is provided, including many instruments of precision.

Botany

MISS HAYWARD

The course of study in this school embraces (1) Morphology, (2) Vegetable Physiology, (3) Aecology, (4) Systematic Botany or Classification.

The method of instruction is by use of approved text-books, supplemented by lectures, by constant study of living forms, and by experiments in which the student is made to observe for herself.

The department is supplied with the apparatus and instruments needed in this study, such as Compound and Simple Microscopes, Dissecting Microscopes, together with a full line of microscopic objects to illustrate every variety of minute vegetable structure.

I. This course is designed to teach the elementary principles of plant life, as to nature form and adaptation, and by actual observation to trace the plant from its seed germination through its various stages until it is fully developed as an independent plant. Students are trained to know the plants of this vicinity, to recognize the early spring flowers and to know our common trees. Besides the regular class work, various excursions are made for the study of plants in their natural habitat. The pupil is instructed in the manipulation of the compound microscope, and taught to classify plants according to keys and manuals.

Two hours a week class work

Two hours a week laboratory work

II. *Open to students who have completed Course I.* This course treats of plant relations and plant structures—the principles which regulate plant life—their Morphology, Aecology and the evolution of plants from the lowest Algae through the various groups to the Phanerogamia.

Plant association and the effect of environment on structure is considered.

Students are instructed in the manipulation of instruments and in performing experiments, and incidentally the economical value of plants is studied.

Two hours a week class work

Two hours a week laboratory work

TEXT-BOOKS: *Botany all the Year Round* (Andrews); *Leavitt's Outlines*; *Gray's Flora of the Northern States*; *Coulter's Plant Relations and Plant Structure*; *Chapman's Flora of the Southern States*.

Both courses are required for the diploma.

Astronomy

PROFESSOR COCKE

Descriptive Astronomy. The Celestial Sphere; the Solar System. General study of the phenomena of the Sky, including a limited amount of Sky observation.

Prerequisite: A course in Elementary Physics, Plane and Solid Geometry, Plane Trigonometry.

TEXT-BOOK: Young's *Manual of Astronomy*.

Three hours a week

Physiology and Hygiene

DR. DRAKE

The method of teaching is by lectures and text-books, with quizzing on lessons assigned.

Demonstrations are made of the forms and functions of the various tissues and organs of the human body by dissection of parts of the lower animals, and by the use of charts and models.

At intervals during the session, the resident physician delivers public lectures in the chapel on subjects of scientific and practical interest pertaining to physiology and hygiene.

I. Anthropology and advanced Physiology. Hygiene.

Two hours a week

TEXT-BOOKS: Martin's *The Human Body* (Advanced Course); Raymond's *Human Physiology*.

School of Music

PROFESSOR RATH, Director, *Piano, Ensemble Playing, Theory, Sight-Singing, Choir*.

PROFESSOR HOFFMAN, *Piano, Organ, Harmony, History of Music*.

PROFESSOR DE HAAS, *Piano, Theory*.

PROFESSOR RUPERT E. NEILY, *Voice Culture, Chorus*.

MISS PELL, *Piano, Theory*.

MISS MAVIDA FISKE, *Violin, Piano*.

PROFESSOR COCKE, *Acoustics*.

MISS DAISY SNEAD, *Supervisor of Practise*.

The study of Music as an art is being more and more recognized as an important and even essential factor in the development and education of young women. Ever since the foundation of Hollins Institute, the School of Music has played an important part in the general work and has won a merited name, gained through a steady insistence upon high ideals with soundness of purpose and sincerity of effort in their attainment. The School of Music is conducted by an efficient Faculty. Recognizing the fact that the real test of a teacher lies in the uniform quality of work done in his class, only those are retained in the Faculty who are not merely finished performers, but have won a name as trustworthy musical educators.

A well trained mind being necessary for the successful pursuit of any art, a good English education outside of the Music curriculum is insisted upon, and only after students have established a standard of general scholarship, as well as of musical attainment, are they encouraged to take up Music as a special study. The courses, however, are so arranged as to offer liberal musical advantages to all, regardless of their ultimate purpose and aims. While the requirements throughout the regular and special courses are uniform, no one particular method is adopted in obtaining results—this being left to the best judgment of the teacher, in accordance with the individual needs of the pupil. It is the constant effort of the Faculty to create appreciation of the beautiful, to arouse enthusiasm, to add life and interest to drudgery, to develop the power of listening intelligently, and withal to give the pupil that independence and judgment by which her future efforts at self-development, after completing her course of study, may be successful.

Courses of Study

Courses are offered in Piano, Voice Culture, Violin, Pipe Organ and all branches of Music Theory.

A.—Piano

Classes are divided into Preparatory, First, Second and Third. Courses have been carefully prepared for each class,

and comprise all the standard methods on the development of tone and technic. The study and artistic interpretation of classic and modern master works is made the basis of musical development. Naturally, a suitable choice from musical literature, for technical and musical purposes, depends greatly on the requirements of each individual pupil and is left to the discretion of the teacher.

Sight-Reading. Ensemble Playing

A systematic course is provided which offers to the Piano students most important advantages in Ensemble Playing for two pianos, and also in connection with the Violin Class.

Diplomas and Certificates

1. The pupil passing the examination in Elementary Theory, and found deserving of credit for good work done throughout the session in the Preparatory, First or Second classes, is entitled to a *Certificate of Distinction*.

2. The pupil who meets these requirements in the Third Class is entitled to a *Certificate of Proficiency*.

3. There are two courses for *Graduation*, named *Performers' Course* and *Teachers' Course*, respectively. The diplomas corresponding to these courses have equal intrinsic value. They are intended for two classes of deserving students, of which one reveals more decided gifts in the technic and interpretation of Music, and the other a larger grasp of the essentials of musical structure and performance, together with the ability to impart such knowledge to others—in other words, to teach.

Aside from the special requirements which each course demands, the general requirements for both, as regards technical training, reading and familiarity with the works of standard composers of different schools, with regard to form and content, are the same. With this is included the satisfactory completion of the required studies in Theory, Harmony and History of Music.

The Graduating Recital must show, both in its selections and in its interpretation, the breadth and thoroughness of the pupil's study, as well as her skill in its rendition. In addition

to the Graduating Recital, the student must be prepared for special tests regarding sight-reading, analysis, technic, etc., according to the demands of the given course.

The requirements for graduation in Organ, Violin and Voice Culture are the same as in Piano, except that only *one* course in each is offered.

4. Students of the Piano Department who shall have completed the *Performers'* and the *Teachers'* Courses to the satisfaction of the Music Faculty, and have submitted an original Composition together with a Thesis on an assigned subject, related to Music, of not less than three thousand words, shall receive the degree of *Bachelor of Music*.

5. *Post-Graduate Courses*. These are arranged for all Graduates who wish to pursue advanced studies in any department. At the discretion of the Director, a *Certificate* will be awarded for such advanced work.

B.—Organ

Students in this instrument must have good attainments in Piano playing, and should join the classes of Harmony, Counterpoint and Musical Form, as these studies are of special importance to Organists. All pupils have opportunity for playing during recitals, in Solos and Ensemble work, also for gaining experience as practical Organists by playing during Chapel services.

C.—Voice Culture

The method taught is the old Italian method of singing, noted for its careful placing of the voice, its blending of the registers of the voice into one unbroken range and its strong insistence on diaphragmatic breathing. Any one who wishes to sing really well should begin by learning how to sing in Italian, not only because the Italian school of vocalization is acknowledged to be superior to all others, but also on account of the language itself, where the pure sonorous tone of its many vowel sounds will assist the singer in acquiring a fine voice-production and a clear and distinct enunciation in any language she may desire to sing, no matter what may be her

nationality. The Solfeggi and Vocalizing Exercises at first are of limited compass, almost in the middle register exclusively, because of the conviction that at the very beginning it is better to avoid all danger of harming the vocal organs. After the voice is firmly placed, more difficult Solfeggi and Exercises are given. Solfeggi used are Vaccai, Sieber and Righini.

Students desirous of more advanced vocal work will find every facility for cultivating their voices for Oratorio, Concert or Opera. Every student will have the personal supervision of the head of the Vocal Department. Those who are desirous of taking daily lessons, a most desirable thing for the ambitious vocal student to do, may make such arrangements. A careful examination of the concert programs will show that the songs used for purposes of instruction are of the highest order, including songs and arias in Italian, French, German and English texts.

Sight-Singing

The attendance upon this class which includes Ear-training, is urgently advised to all Music pupils.

The Chorus Class

This class is open to all students. Three and four part choruses, *a capella* and with accompaniments, are studied and performed at public concerts.

The Chapel Choir

renders suitable selections (Anthems, Chants, Cantatas, Etc.) for Women's and mixed voices, at religious exercises. It is limited in number, and only good and experienced singers are accepted.

A.—Violin

The plan of study in this department is designed to arouse enthusiasm for an instrument which, it is hoped, will grow more and more in favor with young women.

The plan of work aims at thorough preparation for advanced study, at the same time adapting itself to the needs of

students who are not preparing to be artists or teachers.

Ensemble classes are arranged for String Orchestra Music, also in connection with Piano Sight-Reading classes. All Violin pupils join the "Hollins Orchestra," which is an attractive feature at recitals and entertainments.

E.—Theory of Music

The study of Theory comprises: *Elementary Theory* (Notation, Rhythm, Scales, Intervals and Music Dictation), *Harmony* (two years' course including Elements of Counterpoint and Composition, Musical Form, Analysis) and *History of Music*. The class in Elementary Theory is obligatory upon all pupils taking Instrumental Music, until successful examination is passed. The knowledge of Theory greatly facilitates the study and appreciation of Music, and is indispensable for students preparing for graduation with the view of specializing in Music. Drill in Sight-Singing is required of all students of Harmony.

Acoustics

This is a course of lectures with experiments, including "Nature and Transmission of Sound" and "Physical Properties of Musical Sounds." No text-book is used, but a brief outline is supplied the student to assist her in taking notes. The subject mentioned is treated in an elementary way. The course is open to all students of the School of Music, and is especially recommended to students of Music Theory.

General Remarks

On entering the School of Music, the student registers with the Director who assigns her to the teacher best suited to her requirements. A change of teachers during the school year is not allowable, except in extreme cases, and then not without special permission. Regulations as regard "special studies" are to be found on page 68 of this catalogue. The school is especially well equipped. There are more than forty Pianos, including four Grand Pianos—old instruments being constantly replaced by reliable new ones. The school has a

two-manual Pipe Organ and various stringed instruments for the use of students. Attention is called to the Music section of the Hollins Library, which contains many valuable books of reference.

In order to insure steady progress and to maintain high standards, it is absolutely necessary for pupils to observe strict regularity in attendance upon lessons, classes, rehearsals and practise periods.

A Supervisor of Practise has charge of the students while at practise and reports any irregularity in attendance or damage done to rooms or instruments.

Recitals are scheduled throughout the session, in which students of all grades are given opportunity to gain self-confidence, control and repose in rendering music before an audience. Besides these, several public concerts, recitals, lectures by members of the Faculty and a regular course of concerts, vocal and instrumental, by artists of high reputation, are given during the school year, all of which contribute a decidedly musical atmosphere to the school.

Department of Art

MISS STONE

In this department, Drawing and Painting are taught. A knowledge of the principles of drawing is essential to the successful study of any branch of Art; and accuracy of drawing is to be desired above all things. From the first lessons a few simple principles are taught; these form the basis for all work. By studying from objects, still-life and nature, the pupil creates pictures and does not simply copy those made by some one else. It is the aim of the course so to train the mind and hand that the pupil becomes able to appreciate the highest and best in Art.

Class I. Elementary Drawing—Outline drawing from objects; outline drawing, details of human figure from casts; drawing from still-life; Charcoal, Pen and Water-Color.

Class II. Figure Drawing and Painting—Heads from casts, still-life groups from objects, studies from nature. History of Art. Historic Ornament. Principles of Design.

Class III. Painting in oil and drawing from the Antique in Charcoal, Figures from the Antique; Still-Life Groups; Portrait Heads from life; History of Art and Study of Lives of Eminent Artists; Historic Ornament and Design; Practical Perspective; Sketch Class.

Pupils are given test studies, on which depends their advancement into a higher class.

A Distinction of Proficiency in Drawing is given to the student whose work admits her to the Art Students' League of New York, to which institution her drawings are sent for examination. Applicants for a Proficiency in Painting must pass the examination for a Proficiency in Drawing as well as for that in Painting.

A Diploma of Graduation is given to the student who has completed four years' course in the History of Art, and whose practical work admits her to the Life Class of the Art Students' League, and when her general literary attainments are parallel with the above course.

An advanced course is furnished those students who desire to fit themselves for teaching and for European art study.

An exhibition of the students' work is held at the middle and close of each school year.

The History of Art

Class I. EGYPTIAN ART: Architecture, Sculpture and Wall Painting, motives, methods, subjects.

ASIATIC ART: Central and Western Asia, India.

GREEK ART: Architecture, General System, Secular Buildings, Wall and Vase Painting, Sculpture.

ETRUSCAN: Mural, Portrait, Architecture, Monuments of Honor, Etc.

MEADIEVAL ART: Early Christian, Byzantine.

Elective in Junior Year

Two hours a week

Class II. GOTHIC ART: English Cathedrals, German, French, Italian, Spanish, Sculpture, Painting.

MODERN ART: Renaissance Period. Architecture and Painting. Florentine School, Flemish, German, Venetian, Dutch, Spanish, English.

Books used for class and reference: History of Art (Lübke); History of Painting (Van Dyke); Roman and Mediæval Art (Goodyear); History of Art (N. D'Anvers); Christ in Art (French); Madonna in Art (Hurl); Saints in Art (Clement).

Elective in Senior Year
Two hours a week

Class of Design

This class meets daily and, for the nominal fee of ten dollars, any pupil of the school may have the privilege of joining.

Its object is to afford instruction in the theory and practise of freehand drawing with study of the History of Art. Primarily, the work is intended for the art pupils; but realizing the broadening influence of such a course, we would urge all who can to avail themselves of this opportunity to gain knowledge of the historical development of Art. The Course includes very practical work in drawing as well as the theory of design. No previous knowledge or talent is necessary to admit one to the class.

Expression, Dramatic Art and Physical Training

MISS THORNHILL

The purpose of the Expression Department is to make natural, artistic readers by means of the most thorough and comprehensive instruction for the development of effective delivery in all forms of expression. It is intended for a school of training and personal culture. The controlling principle in

the Expression Department is the development of each individual. Such problems and practises are assigned, and such assistance is given, as will enable the student to realize her own possibilities and develop and manifest her individuality.

Class I. The Elementary principles of Literary Interpretation :

(a) Concentration, Sequence of ideas, Logical relations, Centralization, Subordination, developed by extemporaneous talks, reading of joyous lyrics; (b) Development of the Imagination:—Abandon, Responsiveness, Animation; (c) Articulation, Pronunciation; (d) Body training:—Harmonic Poise, Laws of motion; (e) Studies in lyrics, ballads and narratives. An analysis is required of "Foundations of Expression" (S. S. Curry).

Class II. (a) Development of Dramatic Instinct; (b) Studies in Melody, Rhythm, Movement; (c) Vocal training:—Flexibility, Range, Control and Strength; (d) Body training:—The body as an expressive agent; The relation of action to utterance; (e) Studies in Dramatic prose and verse; (f) Character study. An analysis is required of "Lessons in Vocal Expression" (S. S. Curry).

Class III. (a) Study of the art side of reading; The relation of the speaker to his audience; (b) Vocal training:—The artistic use of the voice; (c) Body training:—Study of attitudes, Pantomime, Studies in Harmonic Action; (d) General Studies in Artistic Platform Work:—Impersonation, Dialect, Dramatic Narrative; Cutting and arranging readings from tales and dramas. An analysis is required of "Imagination and Dramatic Instinct" (S. S. Curry).

Certificates and Diplomas are conferred upon those only who pass satisfactory examination on the theoretical part of the course and give evidence of practical work accomplished.

The applicant for the Diploma must show proficiency in general collegiate studies. She is required to have passed satisfactory examinations in History and Languages of at least the Sophomore Grade, in English Literature (Junior Grade) and in Psychology.

Special students of Elocution are required to take Physical Training.

Physical Training

Systematic exercise for the preservation and development of the physical powers, and to counteract and correct tendencies to abnormal development. Free standing and apparatus work.

Bookkeeping, Stenography and Typewriting

MISS SCOTT

The science of accounts is taught by a course of instruction—theoretical and practical—in Bookkeeping by single and double entry.

A thorough course in Typewriting and Stenography is provided, and the student is given practical instruction in writing business letters, reporting addresses, etc.

The Munson System of Stenography is used.

Sub-Collegiate Courses

English

CLASS A—Elements of English Etymology.

Careful Study: Milton's *L'Allegro, Il Penseroso*; Washington's *Farewell Address* and Webster's *First Bunker Hill Oration*.

Reading and Practise: Bunyan's *Pilgrim's Progress*, Part I; Hawthorne's *House of Seven Gables*; Shakespeare's *Merchant of Venice*; Irving's *Sketch Book*; Tennyson's *Gareth and Lynette, Lancelot and Elaine, Passing of Arthur*.

Elementary Rhetoric, including punctuation, paragraphing and composition.

CLASS B—History of English Literature.

Careful Study: Milton's *Lycidas, Comus*; Shakespeare's *Macbeth*; Carlyle's *Essay on Burns*.

Reading and Practise: Palgram's *Golden Treasury* (First Series), Books II and III, with special attention to Dryden, Collins, Gray, Cowper and Burns; Shakespeare's *As You Like It*; Scott's *Ivanhoe*; Carlyle's *Heroes and Hero Worship*; Coleridge's *Ancient Mariner*; George Eliott's *Silas Marner*.

Composition.

Latin

CLASS A—This class is mainly employed in mastering the forms and elementary syntax of the language and reading the easier Latin writers. First year Latin, Bennett.

Five hours a week

CLASS B—Latin Grammar; Elementary Composition. Cæsar; Ovid.

Four hours a week

CLASS C—Selections from Cornelius Nepos, Sallust, Virgil's.

Æneid I-VI, Cicero's *Orations*. Prose Composition. Sight-Reading.

Four hours a week

French

CLASS A—French Grammar. Careful drill in pronunciation; Exercises; Dictation. Reading of one hundred and fifty pages of easy prose.

TEXT-BOOK: Chardenal's *Complete Course*; Super's *French Reader*.

Five hours a week

CLASS B—Continued drill in Grammar and pronunciation. Reading, prepared and sight, from standard modern writers (part from plays). Collateral reading of four hundred pages of easy prose. Writing from dictation. Translating English into French. Exercises in speaking.

TEXT-BOOK: *La Mare au Diable*; Chateaubriand's *Atala and René* *Easy French Plays* (Benton); Parallel reading for 1911, *Le Conscrit*; *Histoire de France* (Super). Edgren's *Grammar*.

Four hours a week

German

CLASS A—Joynes-Meissner's Grammar (Parts I and II); Careful drill in pronunciation; Exercises; Dictation. Reading of one hundred and fifty pages of easy prose.

TEXT-BOOKS: *Geschichten am Rhein*; Wesselhoeft's *Composition*.

Five hours a week

CLASS B—Joynes-Meissner's Grammar (Part III); Jagemann's Syntax and Composition. Continued drill in Grammar and pronunciation. Reading, prepared and sight, from standard modern writers (part from plays). Collateral reading of four hundred pages of easy prose. Dictation. Translating English into German Conversation.

TEXT-BOOKS: *L'Arrabiata*; Liliencron's *Anno 1870*; Schiller's *Wilhelm Tell*; Lessing's *Minna von Barnhelm*. Parallel reading for 1911: *History of Germany* (Bayard Taylor); *Doctor Luther*; *Bilder aus der Deutschen Litteratur* (Keller).

Four hours a week

History

CLASS A—English History (Cheyney). Collateral readings assigned and lectures given.

Five hours a week

CLASS B—Ancient History, including the Teutonic Period down to 800 A. D. Collateral readings assigned and lectures given.

Four hours a week

Mathematics

CLASS A—Algebra to Quadratic Equations.

Five hours a week

CLASS B—1. Algebra, beginning with Quadratic Equations.

Two hours a week

2. Plane Geometry, with constant drill in original exercises.

Three hours a week

TEXT-BOOKS: *Algebra for Secondary Schools* (Wells); *New Plane Geometry* (Wells).

Physics

CLASS A—An elementary first course in the subject. A careful study is made in the class-room and laboratory of Mechanics and Heat.

Illustrated lectures and quizzes are given covering the other divisions of Physics accompanied by a limited amount of laboratory work.

TEXT-BOOKS: *First Course in Physics* and *A Laboratory Course in Physics* (Millikan and Gale).

Two hours a week class work

Four hours a week laboratory work

Chemistry

CLASS A—An elementary first Course in the subject. Illustrated lectures. The major part of the work is devoted to acquiring, through the laboratory, a familiarity with the simpler facts of Chemistry. The laboratory work is mainly qualitative.

TEXT-BOOK: *Essentials of Chemistry with Laboratory Manual* (Hessler and Smith).

Two hours a week class work

Four hours a week laboratory work

Physiology

CLASS A—Elementary Biology. Experimental and Descriptive Physiology.

Two hours a week

TEXT-BOOKS: *Colton's Physiology*; *Walker's Anatomy, Physiology and Hygiene*.

Examinations

Regular examinations in the various classes are held in writing twice during the school year—at the middle and near the close of the session. In some departments, there are oral examinations which are auxiliary to the written.

These examinations, together with the daily class work, determine the student's standing.

Examinations are conducted on the Honor System. The student is required, at the close of the examination, to write over her signature that she has not received or given assistance.

The teacher is present in the lecture-room during examinations, not for the purpose of espionage, but to keep order and lessen temptation.

Reports

Daily records of the attendance, deportment and scholarship of the pupils is kept, from which quarterly reports are made and forwarded to parents or guardians about the first of the following months: December, February, April and June. The value of each recitation, or exercise, is marked by numbers, one hundred being the maximum. The standing of the pupil for the quarter is the average of her daily marks. In these reports, a general average of the grades attained in all her studies is also made. As a means of exciting to diligence and emulation, these reports are read in the presence of the whole school.

The Golden Report

Reports in which the general average of scholarship is 90, or more (one hundred being the highest grade), are called "Golden Reports," and by way of distinction are printed in golden type. This honor is attainable by any pupil in the school, whether in the highest or lowest classes. To attain this distinction the pupil's mark in deportment must be one hundred.

Scholastic Honors

1. A *Diploma* is awarded after satisfactory completion of the prescribed course in each department.
2. A *Certificate of Proficiency* is given after satisfactory examination upon certain special studies, either not included in the course for a diploma, or upon certain portions of the regular departments.
3. A *Certificate of Distinction* is given after satisfactory examination in any study not included in 1 and 2 above.

The President's Medal For Scholarship

This is awarded to that student who, in the regular Collegiate Department, has maintained the highest stand in daily recitations and examinations.

The candidate must have at least three classes of senior grade, and must attain a general average of at least 90 per cent.

Academic Certificate

The Academic Certificate is given to those who have secured four or more diplomas—one, at least, from each of the following groups:

GROUP I.	English Language.	GROUP IV.	Mathematics
	English Literature.		Physics.
GROUP II.	History.*		Chemistry.
	Moral Science.		Botany.
GROUP III.	Latin.		Physiology.
	French.		
	German.		

Applicants for the Academic Certificate must submit to the Board of Instruction, not later than the first day of May, an essay of approved merit, composed by herself, upon some literary or scientific subject.

Requirements for the Degree of A. B.

Two courses are offered with the same entrance requirements¹:

COURSE A		COURSE B ²	
FRESHMAN	3	FRESHMAN	
English I	(3)	English I	(3)
Latin I	(3)	Math. I	(3)
French I or }	(3)	History I	(3)
German I }	(3)	French I or }	(3)
Math. I	(3)	German I }	(3)
Eng. Bible I	(2)	English Bible I	(2)
Composition	(1)	Composition	(1)
	<i>Fifteen hours</i>		<i>Fifteen hours</i>

*If the student elects Moral Science, she must take II History in addition. If she elects History, she must take the course in Psychology in addition.

¹ See Page 34.

² Applicants for this course are required to take the examination in Latin C.

³ Figures in parentheses denote the number of hours per week.

SOPHOMORE

English II	(3)
Latin II	(3)
French II or }	(3)
German II }	(3)
History I	(3)
Physiology and }	(2)
Hygiene }	(2)
Composition	(1)
<i>Fifteen hours</i>	

SOPHOMORE

English II	(3)
History II	(3)
French II or }	(3)
German II }	(3)
Eng. Bible II	(2)
Physiology and }	(2)
Hygiene }	(2)
Composition	(1)
<i>Fourteen hours</i>	

JUNIOR

English III	(3)
History II	(3)
Mor. Science I	(3)
Botany I	(3)
Elective	(3)
<i>Fifteen hours</i>	

JUNIOR

English III	(3)
Mor. Science I	(3)
Botany I	(3)
Electives	(6)
<i>Fifteen hours</i>	

SENIOR

Mor. Science II or }	(3)
Eng. Bible II }	(3)
Physics I }	(4)
Chemistry I }	(4)
Astronomy ⁴ }	(6)
Electives	(6)
<i>Thirteen hours</i>	

SENIOR

Physics I or }	(4)
Chemistry I or }	(4)
Astronomy ⁴ }	(9)
Electives ⁵	(9)
<i>Thirteen hours</i>	

58 hours of work

57 hours of work

⁴ Students who elect Astronomy are required to take the class in Elementary Physics.

⁵ All elections must be made with the approval of the Faculty.

Applicants for the A. B. Degree must submit to the Board of Instruction, not later than the first day of May, an essay of approved merit, composed by herself, upon some literary or scientific subject.

Charges

The charge for board for the school year \$300.00

This includes furnished room, board, physician's attendance, infirmary attention (except in cases where the exclusive services of a nurse are required), laundry (reasonable amount), Library, Reading-Room, lectures, recitals, etc.

The charge for tuition for the school year 100.00

This includes instruction in all collegiate departments of study and Expression in class.

Charges for Special Studies

(For the school year)

Music

Piano instruction, including one hour daily for practise	\$100.00
Voice Culture, including one hour daily for practise..	100.00
Organ instruction " " " " " " ..	100.00
Violin instruction " " " " " " ..	100.00
Harmony	25.00
History of Music	25.00
Harmony and History of Music together	40.00
Sight-Singing	10.00
Extra hour for practise daily, Piano	10.00
Extra hour for practise daily, Organ	15.00

Students of the various branches of Music have the opportunity of training in Elementary Theory, Chorus, Choir, Ensemble Numbers, Orchestra, Etc., without extra charge. Sight-singing free of charge to pupils of Harmony and Voice Culture.

Art, Expression, Etc.

Art (Drawing, Painting in Oil and Water Colors, China Painting, including Design and History of Art)	\$60.00
Design and History of Art (alone).....	10.00
Expression (Special, including Physical Culture).....	60.00
Physical Culture (alone).....	10.00
Fencing	20.00
Stenography, Typewriting and Bookkeeping, each....	30.00
Any two	50.00
All three	60.00
Department Diplomas	1.00
Academic Certificate	3.00

Baccalaureate Degree	\$ 5.00
Chemistry Fee	10.00

Payments are made in two instalments:—Two hundred and fifty dollars (\$250.00) on entrance and the balance on the first day of February. A deposit of ten dollars (\$10.00) is required with the application for admission. This is placed to the credit of the pupil for books, stationery, etc. If the application is withdrawn *before September 1st*, this deposit of ten dollars (\$10.00) is returned.

Checks should be made payable to Hollins Institute and mailed to the Secretary and Treasurer.

Pupils are received only for the full school year, or for the remaining portion thereof at the time of entrance.

Engagements with teachers and other educational provisions are made by the school in advance for the entire school year. The following regulations must, therefore, be observed: No deduction is made from regular or special charges by reason of the late entrance within the first month of the school year, or for temporary absence during the school year, or for withdrawal during the last month of the school year. When a pupil is withdrawn on account of her own illness, or is required to leave as a matter of discipline, she is charged for tuition to the end of the current half-session and for board to the date of withdrawal.

When a pupil is withdrawn for any other reason than her own illness, she is charged for tuition in regular and special studies for the entire school year and for board to the date of her withdrawal.

The date of withdrawal in each case is the date on which the President is informed by the parent or guardian (or the date of actual withdrawal, if such withdrawal is subsequent to the letter of information).

Special studies are allowed only with approval of parent or guardian. When begun, however, they may not be discontinued without payment to end of the current half-year.

The charge for Music includes two half-hour lessons weekly and one hour daily for practise.

Students who make a specialty of Music, Art or Expres-

sion are required to devote a reasonable portion of their time to literary studies.

The charge for Expression includes two half-hour lessons weekly, one lesson in class weekly and Physical Culture.

The charge for Art allows two hours daily in the Studio in addition to instruction in Design and Art History. For additional hour daily, a charge of ten dollars is made for the school year.

Text-books, stationery, sheet music, Art materials, medicines, etc., are furnished at regular retail prices. When such items are not paid for in cash, they are charged to the individual, and a statement is rendered to the parent or guardian with the regular school account *February 1st, and at the end of the school year.*

Pupils furnish only towels and napkins for their own use.

When two sisters come together, a deduction of twenty-five (\$25.00) dollars is made from each account.

Daughters of Ministers of the Gospel pay no tuition in collegiate studies ; but pay the regular charges for special studies.

Transportation

No charge is made for transportation of pupils and their baggage to and from Hollins station at the opening and close of the school year. For all other transportation, a reasonable charge is made.

Holidays

We give the following holidays *all of which, except Christmas,* are intended as recreation days at the school :

A Saturday in October for excursions to near-by mountains.
Thanksgiving Day.

Christmas recess from Friday, December 16th at 8 A. M., to Tuesday, January 3d, at 7 P. M.

Founder's Day, February 21st, the birthday of Charles L. Cocke.

Pupils who fail to conform to the limits of these holidays are subjected to such discipline as the Faculty may deem wise.

Commencement

The closing exercises take place on the first Wednesday in June. As these exercises are an important part of the session's work, all pupils are expected to remain and take part in them.

Literary Societies

Of these, there are two connected with the College, the Euzelian and the Euepian. Their weekly meetings are of great interest and profit to the members. The exercises are varied; readings from standard authors and from the leading magazines of the day are a potent means of improvement, but the center of power and of interest lies in the original work of the members themselves—in essays, in written debates and in the general discussion of questions, practical and literary. Thus not only training is secured, but no inconsiderable store of information. Best of all, the student, bringing to bear upon the subjects under consideration what she has learned in different lines, discovers for herself something of that unity and harmony of knowledge which so fires the mind to further search. Though the Faculty show their interest by visits and occasional suggestions, yet the control and conduct of the societies lies wholly with the members themselves. This encourages a freedom of thought and a zest for action which is most broadening, and which is counterbalanced by the recognition on the part of the members of the responsibility devolving upon themselves to do and be only what is worthy of their Alma Mater.

With rare exceptions, those who have attained marked success as students in this school have been members of one or the other of these organizations. Therefore, parents who desire to secure for their daughters breadth of intellectual training, would do well in urging them to avail themselves of this means of growth and culture.

Each society has a commodious hall appropriately furnished.

Publications

Two publications are sent out each session by the pupils of the school, *The Hollins Quarterly*, which appears in December,

February, April and June, and *The Spinster*, which appears about the close of the session. The former is edited and managed entirely by a board of editors elected from members of the literary societies ; the latter by a board elected from the student body. These publications are well conducted and are sources of great pleasure and profit to the students having them in charge, as well as to the school at large.

The Euzelian Scholarship

This scholarship, founded in 1896 by the Euzelian Society, is designed to assist deserving but needy students in the attainment of higher training in English and other branches of a liberal course of instruction. It entitles the incumbent to free tuition in the full Collegiate Course for the session.

The conditions of incumbency are that the beneficiary shall be a member of the Euzelian Society, or shall become so immediately upon receiving the appointment ; that she shall be of maturity of mind and character, and shall be eligible to the Junior or Senior Class.

The appointment of the scholarship is to be made at the close of each session for the session following, and by a committee consisting of the President of the college, the Professor of English and a committee from the Euzelian Society. In making the appointment, the committee shall be guided, not by scholarship alone, but also by other evidences of peculiar fitness ; and more especially by a consideration of the need, on the part of the applicant, of the assistance applied for.

The Euepian Scholarship

This scholarship, founded in 1900 by the Euepian Society, is designed to assist deserving students in securing scholastic training at Hollins Institute. It entitles the incumbent to free tuition in the full Collegiate Course for one session, or more, if necessary.

The conditions of incumbency are that the beneficiary shall be a member of the Euepian Society, or shall become one immediately upon receiving the appointment ; that she shall be of

excellent character, and shall be sufficiently mature in mind to qualify her to enter at least Sophomore classes in Hollins Institute; and that English Literature and one language, either ancient or modern, be among the courses elected.

The appointment of this scholarship is to be made at the close of each session for the session following, and by a committee consisting of the President of the Institute, the Professors of Ancient Languages, Modern Languages and English Literature, and the four final officers of the Euepian Society.

The Young Women's Christian Association

This Association has as its object the promotion of the religious interests of the students. Though the privilege of membership is extended to the Faculty, the active work and the direction of the Association are entirely in the hands of the students themselves. A service is held weekly in the Y. W. C. A. rooms, and also a monthly missionary meeting. The Association works in various ways to promote right living, and is a prominent factor for good in the Institute.

Officers

1909-10

1910-11

PAULINE LAWTON.....*President*.....FRANCES MITCHELL

MARGUERITE GEER....*Vice-President*.....SARA JAMISON

VIRGINIA CORKE.....*Secretary*.....MARY GRIFFIN

FRANCES MITCHELL.....*Treasurer*.....MAY WALTON

Athletics

The Athletic Association, organized by the students and under the general supervision of the Faculty, takes charge of outdoor sports, such as tennis, basket-ball, etc. The grounds for these sports are conveniently located, and are freely used, except in the most inclement weather. The gymnasium is equipped with necessary appliances, and is under the super-

vision of the teacher of Physical Training. In addition to these organized sports, the surrounding country, which abounds in beautiful and picturesque scenery, offers many attractive walks. Frequently, during the fall and spring months, large parties visit the Falls, Tinker Mountains and other places of local interest. These rambles conduce largely to the health, vigor and happiness of the students.

Alumnæ Association

This organization meets annually during Commencement. Due notice is given each year by the executive committee as to the day and hour of meeting. The object of the Association is to foster among the Alumnæ sentiments of affection for their Alma Mater and of regard for each other. All ex-pupils are eligible to membership. The officers are as follows:

President: Mrs. Hally Bryan Perry, Bay City, Texas.

First Vice-President: Miss Stella Stras, Roanoke, Virginia.

Second Vice-President: Mrs. Mattie F. Fowlkes, Burkeville, Virginia.

Recording Secretary: Mrs. Erich Rath, Hollins, Virginia.

Corresponding Secretary: Miss Bessie Peyton, Hollins, Virginia.

Treasurer: Mrs. J. A. Turner, Hollins, Virginia.

Executive Committee: Mrs. J. P. Barbee, Hollins, Virginia; Miss Emma M. Thom, Ashton, Maryland; Miss Stella Stras, Roanoke, Virginia; Miss Mary Sue Dew, Richmond, Virginia; Mrs. Jos. Rice, Salem, Virginia; Miss Stella McLaughlin, Hollins, Virginia.

Sixty-Seventh Commencement

SUNDAY, MAY 29TH, 7:30 P. M.—Baccalaureate Sermon

Rev. B. F. Wilson, D. D., Harrisonburg, Va.

MONDAY, MAY 30TH, 11:00 A. M.—Class Day Exercises

7:30 P. M.—Piano Recital by Graduates

9:00 P. M.—Alumnæ Banquet

TUESDAY, MAY 31ST, 3:00 P. M.—Meeting of Alumnæ Association

7:30 P. M.—Concert by Music Department

WEDNESDAY, JUNE 1ST, 10:00 A. M.—Commencement
Exercises; Conferring Degrees, Etc.

Dr. William H. Pleasants, Dean of the Faculty

Address to the Faculty and Students

Dr. Edwin M. Poteat,

President of Furman University, South Carolina

The Sulphur Spring

The following analysis was made at the Health Department of Washington City:

ORGANIC.	PARTS PER MILLION.
Total solids	573.
Nitrogen as free Ammonia .....	.04
Nitrogen as Aluminoid Ammonia .....	.06
Nitrogen as Nitrites .....	.00
Nitrogen as Nitrates	Trace.
Chlorine	18.
Oxygen consumed	1.2
MINERAL.	GRAINS PER GALLON.
Magnesium Sulphate	5.27
Calcium Sulphate	5.07
Calcium Bicarbonate	17.40
Sodium Bicarbonate	1.97
Sodium Chloride	1.72
Iron Bicarbonate .....	.21
Silica	1.59
Sulphuretted Hydrogen.....	Considerable.

Total solids 33.23

The analysis shows this water to be pure and wholesome, and to contain salts in solution which possess marked medicinal properties.

You are to be congratulated upon having such a valuable spring in connection with your school.

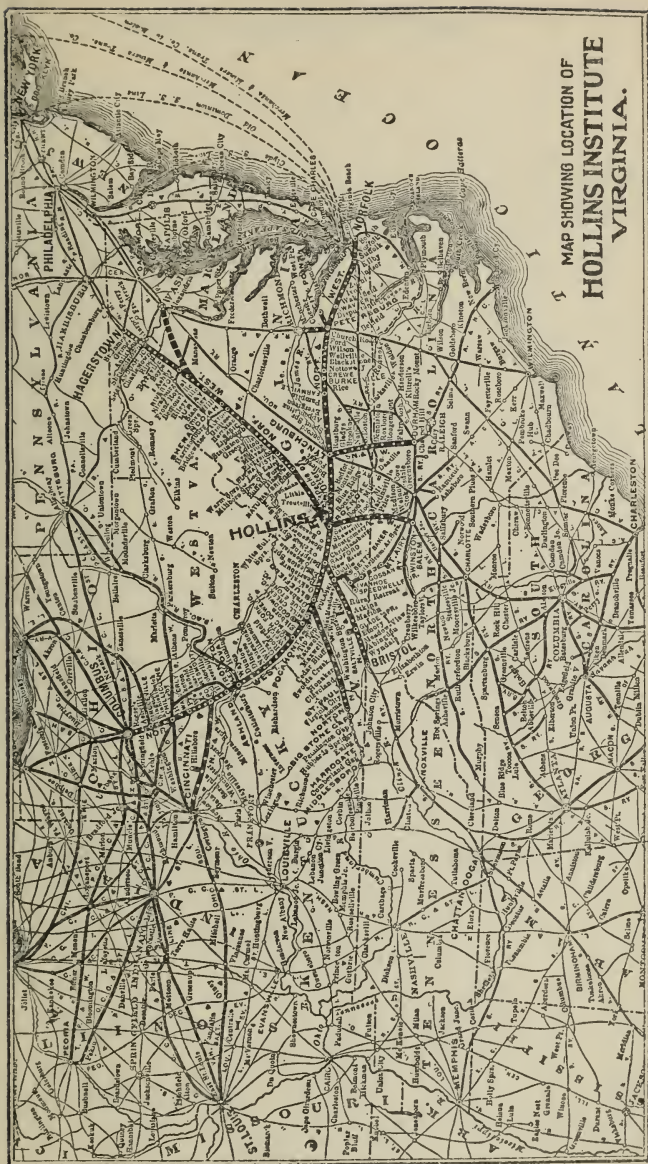
Yours very truly,

J. D. HIRD, M. A., *Chemist.*

Washington, D. C., February 28, 1903.

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Application for Admission

TO

Hollins Institute, Virginia

TO THE PRESIDENT:—

I hereby apply for the admission of my { daughter
ward

as a pupil of Hollins Institute, for the school year 19 -19

Name of pupil

Age of pupil

Health of pupil

Church { connection
preference

Last school attended

References

Studies to be pursued

I accept the terms set forth in your catalogue, and agree to abide by its regulations.

I enclose ten dollars for reservation of room.

Signed

Address

Date 19

(OVER)

The applicant is asked to indicate in the following list the subjects already pursued, naming the text-books used, and the time given to each.*

English

9

History

* This need not be done by former pupils of Hollins.

Latin

German

French

Physiology

Mathematics

Physics

Chemistry

Botany

UNIVERSITY OF ILLINOIS-URBANA



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